

UNIVERSAL
LIBRARY



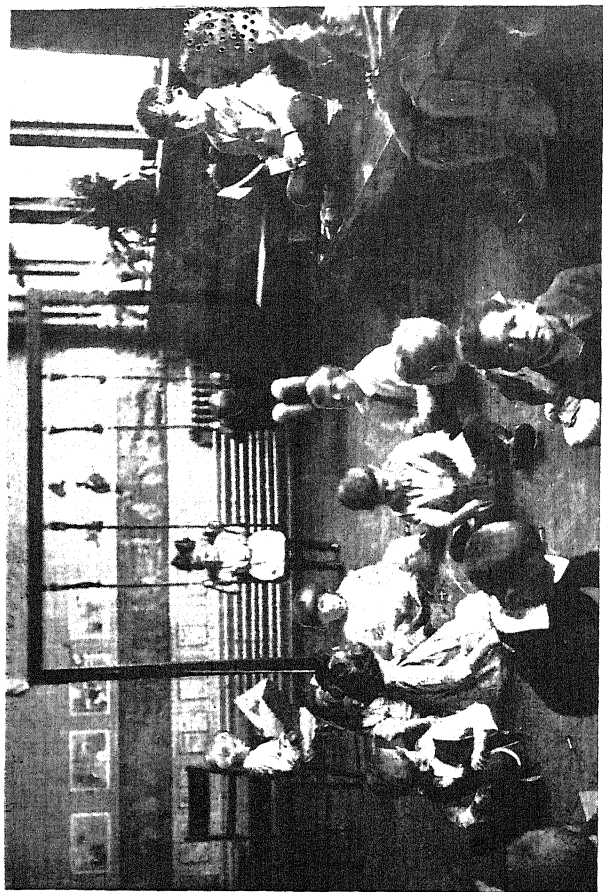
127 476

UNIVERSAL
LIBRARY

.

HOW TO TEACH SILENT READING TO BEGINNERS

.



Illustrating "Run and play awhile." See "Action-Words" Lesson.

SCHOOL PROJECT SERIES

WILLIAM F. RUSSELL Ph.D. EDITOR
DEAN OF THE COLLEGE OF EDUCATION, UNIVERSITY OF IOWA

HOW TO TEACH SILENT READING TO BEGINNERS

BY
EMMA WATKINS

UNIVERSITY SCHOOL FOR THE TRAINING OF SUPERINTENDENTS,
UNIVERSITY OF IOWA



PHILADELPHIA & LONDON
J. B. LIPPINCOTT COMPANY

•

COPYRIGHT, 1922, BY J B LIPPINCOTT COMPANY

PRINTED BY J. B. LIPPINCOTT COMPANY
AT THE WASHINGTON SQUARE PRESS
PHILADELPHIA, U. S. A.

•

FOREWORD

There is probably no problem in which primary teachers are more interested today than in the problem of reading. This is not only because of the fundamental relation which reading bears to progress in other subjects, but also because of the new light which experimentation has thrown upon the abilities involved in reading. The practice of using reading tests has been especially stimulating. Instead of setting up objectives as in the past in terms of elocutionary standards or in terms of the number of primers or first readers read more or less thoroughly, teachers may now determine the degree of skill possessed by the pupils under her charge in any or all of the various qualities which make up good reading.

It is becoming clear that a distinction should be made between oral and silent reading. This does not mean that oral reading is not valuable, but rather that it must not be confused with objectives peculiar to silent reading. There is also a tendency to contrast the reading of literature, even though it is read silently, with the sort of reading we do in

reading factual material in search of the solution to a problem. There is to be a growing tendency greatly to increase the emphasis upon the training of abilities involved in working with books.

There seems to be common agreement to-day that more care should be taken to insure proper comprehension in the reading exercises in the primary grades. This inevitably leads to an increase of emphasis upon silent reading, since in oral reading it is impossible to tell with any degree of accuracy whether or not the pupil understands what he has read. Responses must be required in terms other than those of the words of the material which is being read.

Miss Watkins has done an excellent piece of work in providing a rich assortment of satisfactory exercises to meet this need. All the exercises included in this book have been carefully worked out in large and small classes under the conditions which exist in the public schools. The directions for teaching these exercises are clearly given so that even the novice makes real progress by following them.

It must not be thought that Miss Watkins would limit the teaching of reading to this sort

of exercise. It is not intended that these exercises take the place of instruction in literary appreciation. There is also a necessity of reading, silently, a great deal of easy material such as is found in our best primers and first readers. Neither are the exercises expected to supplant the teaching phonics. On the other hand, they must be used effectively whether or not phonics are taught.

The exercises do, however, add greatly to the interest of the children in first grade work, since they are based on facts and experiences common to the child, they supply the conditions which should exist for speed and comprehension exercises. The requirements of such exercises are, first, that the exercises should be given under time pressure and, second, that each exercise should be followed by a rigorous test of the child's comprehension. The lessons here outlined by Miss Watkins fulfill these conditions in an admirable way and will, no doubt, prove a source of great inspiration to primary teachers everywhere.

ERNEST HORN, Ph.D.
Professor of Education,
University of Iowa.

IOWA CITY, IOWA.

CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	13
II. METHOD	20
III. MATERIALS	22
IV. THE "COME TO THE CLASS" LESSON	30
V. THE "CHILDREN'S NAMES" LESSON	34
VI. THE "PERSONAL HISTORY" LESSON	38
VII. THE "SALUTATION" LESSON	43
VIII. THE "ACTION-WORDS" LESSON	47
IX. THE "MORNING DUTIES" LESSON	51
X. THE "THINGS IN THE ROOM" LESSON	53
XI. THE "PARTS OF THE BODY" LESSON	58
XII. THE "COLOR CARDS" LESSON	62
XIII. THE "COLOR LESSON, WITH OBJECTS"	65
XIV. THE "ANIMAL" LESSON	69
XV. THE "NUMBERS" LESSON	73
XVI. THE "OBJECTS-IN-THE-BASKET" LESSON	77
XVII. THE "PREPOSITIONS" LESSON	81
XVIII. THE "CALENDAR" LESSON	84
XIX. THE "TELLING TIME" LESSON	88
XX. THE "STREET SIGNS" LESSON	91
XXI. THE "FLOWERS" LESSON	94
XXII. THE "YES AND NO" LESSON	96
XXIII. THE "OPPOSITES" LESSON	98
XXIV. THE "BIRD STUDY" LESSON	100
XXV. INTRODUCTION TO PROJECTS	105
XXVI. "WASHING THE CLOTHES" PROJECT	107
XXVII. "SETTING THE TABLE" PROJECT	110
XXVIII. THE RABBIT PROJECT	115
XXIX. THE TABLE PROJECT	118
XXX. PHONICS	126
XXXI. TEST WORDS	128

ILLUSTRATIONS

	PAGE
ILLUSTRATING "RUN AND PLAY AWHILE." SEE "ACTION-WORDS"	
LESSON	<i>Frontispiece</i>
AT PLAY ON THE CAMPUS—MORNING GROUP.	30
"SHOW BY THE NUMBER OF YOUR SWINGS HOW OLD YOU ARE."	
SUGGESTED EXERCISES.	76
ILLUSTRATING THE DIRECTION WORD "ON." SEE "PREPOSITIONS"	
LESSON	82
ILLUSTRATING THE DIRECTION WORD "UP." SEE "PREPOSITIONS"	
LESSON	82
SHOWING "TODAY" ON THE CALENDAR	86
"WHEN SHALL YOU EAT YOUR NEXT MEAL?"	88
SETTING THE TABLE.	110
THE TABLE PROJECT—REMOVING THE VARNISH.	120

HOW TO TEACH SILENT READING TO BEGINNERS

CHAPTER I

INTRODUCTION

Using the Silent Reading Method, each pupil in a class of forty, long before the end of the first school year, carried out without hesitation the following printed commands in the presence of the class and visitors:

"Tell that man sitting by the window that the spinning wheel over in the corner is older than the telephone, electric light, railroads and the United States."

"Draw an oblong, a circle and a square. Put your age under the circle, then go and turn on the electric light that is over my table."

"The man standing by the door and wearing a gray suit, lives in Omaha. Go to him, shake hands with him, tell him your name and your father's name; then show by the number of your swings on the swing just how old you are."

"Ask the lady with the blue dress to whisper to you the time she came to Iowa City, then show us the time on the large dial. Then ask her if she came from Denver on the Rock Island Railroad. Tell us what she says."

How can an immature and entirely untrained mind be taught in the short space of the first school year to grasp fully and execute commands involving a knowledge of every part of speech and of so varied an assortment of actions?

The result is achieved by treating the child's intelligence as a full-grown intelligence which simply requires to be informed, in a logical manner and without interposition of obstructive methods.

There is apparently no limit to the capacity for learning which the child's mind possesses, save the limitations of time and circumstances. There is no reason why a child should not learn anything valuable which it is capable of learning in as short a time as possible. It is more than criminal to waste the intensely receptive days of childhood in forcing children into straight jackets, educationally speaking, which all but prohibit any free action of the mind.

It has taken the world a long time to learn that children love to do the things that they should do; and that teacher is the wisest who restricts the energies of pupils only in order to guide them the most effectively.

You are dealing with young minds which are as eagerly receptive as young robins in a nest. Their primary want is new ideas just as their primary physical want is something to eat. Give them the ideas they need and the rest will take care of itself. Does a boy in a game of horse or Indian need to be kept in order? Does a girl in playing house need to be reminded of her deportment?

Teach your pupils in the manner laid out in the following pages, and you will not need to think about "order." The only marching my pupils do is when they honor the flag each morning. They *never* sit in position. When we talk things over we talk them informally, face to face. One pupil waits till his fellow has said his say, and then he rises. There is no interrupting, for each child knows he will be heard when his turn comes; and then he does not like to be interrupted.

My pupils don't "raise their hands," because that isn't done in real life. They rise.

That means they have something to say. They are taught to maintain their own ideas.

I welcome their talking. They don't talk unless they have ideas. Deliver me from a class of children who don't want to talk!

But they must talk in an orderly way. Nor does it occur to them to do otherwise, if the teacher is on the alert. Utterly unconscious of the fact, the pupils are teaching themselves and if given the opportunity, they go at it with a ferocious earnestness inexplicable to the jaded minds of their elders.

One pupil helps another; not consciously, but as one side of the scissors sharpens the other side. Guided as they are by pure reason, they govern themselves by their sense of justice. This sense creates, *from the first day*, a *public opinion*, and this public opinion of the school governs me as well as them.

The Silent Reading Method is based on the *perception* of similarity and difference. The word "intellect" is derived from words meaning "to choose between."

The education of the child, from the first day on, proceeds on differences perceived by the child's mind. He learns to recognize his

own printed name, and to distinguish it from every other word.

The merit of the Silent Reading Method is that it strips from schooling all *unnecessary* things and allows the child's mind to work naturally, without artificial impediment. The useless toil thus avoided is converted into mental energy which enables the child's mind to rush forward as though on wings.

It is wonderful, to one familiar only with the common method of teaching, to see a five-year old of average mental ability, fully grasping within five months not only concrete ideas, such as the names of animals, furniture, etc., but such abstract words as triangle, oblong, south, yesterday, false, etc.

Observe: It is not the length of time a pupil has been in school that determines his progress, but the *way in which he has been taught*.

Take the expression "telephone number." Under the other method of teaching, a child would be seven or eight years old before he would meet this expression in his vocabulary. Yet the expression contains one idea no more complicated than "cat" or "dog." Why not

convey this idea as readily as "cat" or "dog"? Why make a difficulty of it?

Children's minds work directly, by ideas. They receive one idea as readily as another. The notion that one idea, which requires more letters to set it out, is more difficult to impart is erroneous. The fact that one word is longer than another word makes no difference whatever.

You are facing the pupils on their first day. They have never been in school before. Their minds are already filled with ideas of their own. Their senses are intensely keen. Their desire is to please and excel. **THEY WANT TO KNOW.**

It is your place to *let* them know, without wasting a moment of precious time. Let there be no hesitation, no unreadiness. You must know *exactly* **WHAT** you intend to present, and **HOW** you are going to present it. The reception of an idea by a child's mind is governed by the same laws of cause and effect as any other action.

Your task under the **SILENT READING METHOD** is a pleasant one. You will be astonished at the ease with which ideas are imparted and you will be amazed at the spontaneity and accuracy of the action of their minds. You

will share in the delight the pupil feels at grasping an idea readily. You will enter into his enthusiasm and the work becomes play.

The means used in SILENT READING are simple and always the same, although the subject matter and the method of presentation vary greatly. The teacher *prints* every word that is used. This printing on card or blackboard is the MEDIUM OF TRANSMITTING THE IDEA.

CHAPTER II

METHOD

In the following pages is shown a method of teaching children which makes use of every possible short-cut from the teacher's mind to the mind of the pupil. This is done by imparting the ideas through name-cards and the blackboard, with few or no spoken words. Modified in every conceivable way, this is the bases of the method by which these results can be obtained. This method can briefly be described as follows:

A Name-Card containing the word to be taught is prepared. The child is told what the word in question is. The card is then withdrawn and replaced with other cards, and the child is told to watch for it when it reappears. Cards are shown one by one, and when this particular word reappears, the children will indicate their recognition of it in a prescribed manner, (by actions of various kinds). The word is then printed on the blackboard and shade, and a word related to the original word is printed on a name-card and held op-

posite the word on the blackboard. The children are taught by the similarity or difference.

Variations of these operations are infinite in number. The teacher, in using the name-cards and inculcating the ideas, must use a degree of skill. This skill increases with practice and only with practice.

CHAPTER III

MATERIALS

Name-Cards: These cards are of light brown manila cardboard paper. They vary in size according to the length of the word, phrase or sentence to be printed on them. The smallest name-card, used for such short words as NAME, is five inches wide by twelve inches long. The largest name-card which was found necessary contained the expression, written on two lines, "With what does the mother rabbit line her nest?" This card was five inches wide by twenty four inches long.

The teacher herself prints the words on the cards. She uses a "lettering pen" one-eighth inch wide to print these words. The words are printed in letters at least an inch high.

The LETTERING PEN with which these words are printed by the teacher, using ink, is important. It can be obtained from any well-equipped stationer or book seller.

The name-cards should be kept in sets, confined with a strong rubber band. For example, the "Action Words" lesson contains a

valk

lengthy vocabulary. Each word in this vocabulary is printed on a card and these cards are kept bound together. Occasionally the teacher allows a pupil to take one set of name-cards home for an evening

It is vitally important that the words be printed plainly, in black ink, and that each letter be very large, as shown in the sample.

Blackboard: In the Silent Reading Method, it is necessary to print words on the blackboard, these words to be printed in letters as large as those used on the name-cards, using white chalk.

Shade: A curtain which can be raised and lowered on a roller like a window shade, should be obtained and hung directly in front of the blackboard where the class assembles. This curtain is a common window blind about five feet wide, on the exposed side of which two heavy coats of black paint have been laid. This gives a surface upon which the teacher can print with chalk.

This shade is useful chiefly in rapid drill work. As the words are learned one by one, perhaps day by day, they are printed, under proper headings, on the curtain. For example, the word STAND is learned. After it is fixed

in the pupils' minds, it is printed on the shade and the shade is rolled up. Next lesson, after another word is thoroughly learned, it is printed on the shade under the word STAND. So the vocabulary of any given lesson grows, and the work is reviewed each time the curtain is pulled down. On another part of the shade another vocabulary can be started, such as the "preposition" words. This process goes on until the shade is filled, after which the oldest lessons are erased and others substituted, word by word. Use of the shade obviates the necessity for printing words afresh each day. It also furnishes a valuable means for cumulative drill.

An important advantage in the use of the shade is that the pupils are enabled to see the words in positions different from those they occupy in the pack of name-cards. This will prevent children from associating the word with the position in which it happens to be found, and focuses their attention on the word itself rather than on the position of the word.

Hectograph: A hectograph may be obtained at a low price from school supply houses. It is a very convenient means of reproducing a typewritten or hand-printed page

containing the lessons used during the week. By using a special carbon ribbon on a typewriter, typewritten sheets can be hectographed. It adds to the interest of the pupils to give them copies of these vocabularies, etc. to take home to their parents, for inspection.

Calendars: Large and small calendars will be used in the "Calendar" lesson. Tear off, each month, the sheet of the large calendar showing the current month, and paste it upon stiff cardboard. If possible, this calendar should show the phases of the moon. Hang it where it may be convenient for reference and ready for instant use.

Have ready, also, small calendars five by eight inches. Secure enough to supply each child. From each of these small calendars tear out the current month, as from the large calendar, and mount it on cardboard. Keep these mounted calendars in a separate box where they also may be ready for use.

Clock Dials: Large and small clock dials may be obtained at a small cost from school supply houses. The large dial should be placed in a conspicuous part of the room. In one room two large dials were used. One was fastened, by means of thumb tacks, to the

bulletin board where the children were allowed to move the hands at pleasure. Small dials should be placed in a box ready for use.

Bulletin Board: Obtain as large a bulletin board as possible with a surface on which you can fasten papers with thumb tacks. Place this low enough so that it will be on a level with the children's eyes where they may use it. Labels, street signs, etc. may be tacked upon the bulletin board after they have been discussed in class.

Color Cards: Cut stiff cardboard into squares four by four inches and cover both sides with a piece of colored crepe paper. All desired colors may be obtained in the Denison crepe papers. Have enough cards so that each child may have a complete set of eleven colors.

Animal Silhouette Cards: Obtain silhouette pictures of various animals on a large sheet from a school supply house. Cut out the figures and mount them on square pieces of cardboard of uniform size. Have these cards kept in one set secured by a rubber band ready for use.

Between pages 28 and 29 are exact copies of hectograph sheets which were given to each

pupil at the close of the successive weeks of summer school. The children were five years old and attended morning session only. (There were two other classes in the room which were more advanced than the group receiving these sheets.) The directions given at the head of each lesson were for the guidance of the parents. The NAMES OF THE CHILDREN were not added to the sheets until the fourth week, although cards bearing their names were used in every lesson.

Notice that the position of the words and of the subjects is changed on each hectograph sheet. This is done so that the child will become familiar with the word itself and not by the position of the word.

Every lesson given in these type lessons may be expressed silently except in the PERSONAL HISTORY and SALUTATION.

Beginning with the fourth week the OBJECTS IN THE BASKET lesson was begun. Each little one "owned" one object, in other words, was responsible for the name corresponding to the object. The reason for printing all of the names of the objects on the typewritten sheet was to ascertain if each one knew his own object among all of the others, and also to make him familiar with type.

Each sheet contains all of the words learned previously so that a review of the entire vocabulary may be given.

The typewriter is a valuable aid to the resourceful teacher in teaching the SILENT READING METHOD. By the use of the especially prepared typewritten ribbon, which is easily adjusted, the teacher can type any lesson and make hectograph copies of it for the pupil to keep at home for reference.

Color	Parts of Body.	Action
purple	fingers	whisper
blue	neck	run
	head	clap
Sounds	feet	fly
a	foot	hop
m	Salutation	stand
f	How are you?	come
s	Good morning.	go
t		bend
c	Personal History	jump
i	name	age
n	telephone	street number
o	teacher	country
	school	state
	father's name	
	city	

Vocabulary for third week
June 28 to July 2,

Elementary
School-S.U.I.

Vocabulary for third week reduced.

(Touch parts of the
body.)

neck

fingers

foot

PERSONAL HISTORY

name	teacher
father's name	school
city	country
county	street number
telephone	date of birth
age	place of birth
COLOR	SALUTATION
purple	Good morning.
blue	How are you?
red	Shake hands with me.

OBJECTS-IN-THE-BASKET

buffalo	motor boat
spool	tea kettle
scissors	shoe horn
telephone	dog
clothes pin	spade
pan	bowl
wheel	automobile
brush	monkeys
	rabbit

(Let child find the name of his object.)

ACTION

stand
bend
hop
jump
come
sit
whisper
run
fly
go

CHILDREN'S NAMES

Barbara
Beth
Junior
Charles
Dennis
Fairy
David
Margaret
Billy
Marion
Joe
Mary Ellen
Miss Watkins (poor blind lady)

PARTS OF THE BODY

neck
fingers
foot
feet
head

SOUNDS

a n m c l t i o r s

Come to the class.
Go to your seat.

Elementary School-- July 12, 1920.

End of the 4th week.

CHAPTER IV

THE "COME TO THE CLASS" LESSON

Explanation: In this lesson, which is to be used for pupils attending school for the first time, the children are made acquainted with the printed forms of words which will be in constant use throughout the first school year. The teacher prints upon the blackboard the words COME TO THE CLASS, and orally explains the command. The pupils accustom themselves to relying upon printed words for guidance. With certain definite exceptions, the teacher is not to address the pupils orally. The exceptions to this rule are set out explicitly in the proper places. Let the teacher communicate to the pupils solely through printed words, either on cards or on the blackboard.

The manner in which the lesson idea is conveyed is given immediately below, under DIRECTION.

Direction: Have ready a pack of name-cards containing each pupil's first name. (See Chapter V, page 34.)



At play on the campus—Morning Group.

The children are in their usual seats. Print on the blackboard COME TO THE CLASS. (This is the *first step* in teaching a child to *receive an idea*—in this case, the idea of following directions.)

Pointing to the words, talk informally to the pupils. Waste no words. Say something like this: "What I have printed here, (indicating) means that all of you are to rise whenever you see this and come to this place where the little chairs are. I call this place 'the class'."

Before the children can comply with the request and COME TO THE CLASS, the teacher erases the request, saying nothing more. She then prints it again, still saying nothing, and looks at the class. Those pupils less timid than others will do as the words indicate. Tell the timid pupils just what it means.

When all the pupils are seated "in class," turn to the board and print GO TO YOUR SEATS. Tell the pupils that when that is printed it means, go and sit in your own seat.

The children return to their original seats. The teacher erases all words from the board. Again print COME TO THE CLASS.

Say nothing, but look at the children. They rise, come to the class and seat themselves. Now erase the words and re-print GO TO YOUR SEATS, and if necessary explain again. Repeat the exercise of coming to the class and returning to the seats as many times as necessary.

It is important that in the first lesson, as well as in the succeeding ones, the pupils shall obey *promptly*. You can insure this by insisting upon it. Never relax the rule. Do not give an oral command. (The writer has frequently conducted an entire recitation with not more than ten spoken words, and occasionally with none at all.)

Silence Game: The children are seated "in class." The teacher taps on the black-board three times with her chalk to indicate that the Silence Game is to begin, the three taps indicating the three syllables in the words *si-lence-game*. The children and teacher both understand that not a word is to be said during the game.

The teacher prints on the board or flashes the name-cards in rapid succession, the children taking part in turns. A calendar lesson, a clock dial lesson and an action lesson by

flash cards may all be taken up at one time during a Silence Game. At the conclusion of the game, the teacher again taps three times on the board, indicating that the game is over.

As a reward the teacher draws a picture on the board with colored crayon, or anything else the children like. If the silence is broken during the game, the game must be started over.

CHAPTER V

THE "CHILDREN'S NAMES" LESSON

Explanation: In this lesson the pupils are taught to recognize their own names when printed, and to respond promptly when cards bearing their names are shown (or "flashed") by the teacher.

In this and in succeeding lessons, begin by printing on the blackboard the command COME TO THE CLASS. Whenever you dismiss the class, do it by printing on the blackboard GO TO YOUR SEATS, or FLY TO YOUR SEATS or JUMP TO YOUR SEATS, etc., varying the command according to the progress of the pupils in Action Words, which are taken up later.

Direction: The pupils are before you, seated "in class." Have ready a pack of cards each containing the first name of a pupil, and covering the whole class. The cards in a pack are in your hand. Take one card off the top. Suppose it contains the name CHARLES. The teacher says, "Charles, this is your name; you may hold it" (giving him

the card). "Mary, this is your name; take it." The teacher proceeds thus until all the cards are given out. She then shows a card containing her own name, and says, "This is my name,—Miss_____."

Each pupil having his card, the teacher says: "Give me your cards as I call your names." She proceeds to call each name, glancing at the cards to get the names, and they hand them to her.

She then gives out the cards again in the same manner as before, and calls them in again. Repeat as many times as necessary.

Now, hold the pack of cards before the pupils. Say, "When you see your name, stand." Take a card from the pack and show it to the class. The child whose name is shown rises. He remains standing while you proceed to show the other cards, one by one. The entire class then is standing, you retaining the cards. Then orally ask them to be seated as their names are shown. You take out any card from the pack and "flash" it, replacing it on the top. As each child's card appears, he seats himself.

Repeat this exercise several times, until you feel certain that each pupil recognizes his own name.

You are now ready for the game "Poor Blind Lady," which is based on children's names.

POOR BLIND LADY

The teacher is The Poor Blind Lady.

Stand before the class with the bundle of cards containing the names of all the pupils and of yourself. Your own card is exposed to the class.

Close your eyes and say, "Stand when you see your own name, and when you see the name of the Poor Blind Lady, say 'Stop'."

Take a card from the bottom of the pack and show it (your own eyes remaining closed). The child whose card is shown rises and remains standing. You show another child's name and that child rises,—and so on, until finally the teacher's name appears again, at which time the children all cry "Stop."

The object of the game is for the pupils to show the teacher that they know, not only their own names, but hers also. It gives the children the keenest pleasure when the teacher, on opening her eyes at hearing the word "Stop," sees so many of them standing.

Seat them, in the same manner—(by exposing the name-cards in turn).

Close this lesson by sending the children to their seats in turn, as their cards are shown. Print on the blackboard the words GO TO YOUR SEAT, then flash the name-cards one by one; each pupil goes to his own seat as he sees his card.

Do not play this—or any other—game too long. Accustom yourself strictly to stop while the interest is at its height.

With little children, lessons short and frequent are much more effective than long-continued ones.

CHAPTER VI

THE "PERSONAL HISTORY" LESSON

Explanation: In this lesson the pupil is taught certain general words, through their relation to himself. For example, as Johnnie Smith learns the word NAME, he naturally forms the idea that "name" and "Johnnie Smith" are synonymous. When he sees the word "name," he automatically responds, "Johnnie Smith." But, looking about, he hears Dorothy Brown respond to NAME with "Dorothy Brown." He sees that Edward Robinson believes the word NAME spells Edward Robinson. Johnnie Smith thereupon arrives at the general nature of the word NAME.

Vocabulary:

name	street and number or
school	rural route
grade	telephone number
age	county
teacher	state
city or township	country
father's name	place of birth
	date of birth

Note: Under each lesson is shown a "Vocabulary." This is made up of words to be learned in the course of the lesson. Each word usually is to be printed by the teacher on a card and shown to the pupils *according to directions* printed with each lesson.

It is necessary, of course, to have the entire vocabulary of any given lesson printed beforehand, but the teacher need not teach the vocabulary words in the order given.

Direction: The pupils are before you "in class."

The teacher holds in her hand cards containing the words in the foregoing vocabulary.

Your purpose is to elicit the correct reaction and response from each pupil as you "flash" the cards containing the words.

Begin with the card NAME. Show it to each child in turn. Let him know that instantly upon seeing the word NAME, he is to give his full name aloud. (Incidentally, this lesson has value in accustoming the child to use his voice naturally before children who are as yet comparative strangers to him.)

After each child has responded to the word NAME by giving his own name aloud, replace the card in the pack. Then say to the

pupil, "When you see the card NAME, clap your hands, but do not say anything." Then flash the cards in the pack before their eyes, in rather quick succession. They wait until NAME appears, and when it appears they clap their hands.

Vary in this way the manner of reaction to the word NAME, in order that the pupils may learn that the manner of reaction is only incidental, and that the idea conveyed by NAME is the important thing. Say to them, "When you see the card NAME, stand on your chair," or "Wave your hands," or "Point to a picture," etc. This serves to fix the word in the mind. In all these exercises, the child is to think the word but not to say it.

Other actions will suggest themselves to the teacher. See that each member of the class takes part and understands all that is done. Make the child, from the first, depend upon himself.

This general or concert work is to be regarded as an exception in all teaching of SILENT READING, for as a rule the work should be between the teacher and one pupil at a time.

Test each pupil thoroughly with the words NAME and TEACHER before dismissing the class. If the instruction in NAME and TEACHER is sufficiently thorough, this should form enough work for one lesson. In the next lesson, review the word NAME and introduce another word.

In giving such words as SCHOOL, GRADE, COUNTY, etc., the pupils of course are limited to one answer,—the name of the school they are attending.

Note: The teacher is not expected to devote an entire recitation to the word NAME or SCHOOL, or any other word. When you feel that each child knows the word under discussion, put it aside and take up an entirely different pack. Many subjects may be kept running at the same time, such as "Parts of the Body" cards, "Action" cards, "Preposition" cards, etc. Have each pack of cards bound with a rubber band, and ready for instant use at any time. Call each lesson-subject by its proper name, in speaking of cards to the pupils;—as, "Personal History" cards, "Name" cards, "Color" cards, "Calendar" cards, etc.

Suggested Sentences

The teacher will print the following requests on the board. With the PERSONAL HISTORY cards in her hand she will quickly flash a card at the end of the sentence, the child responding with the information. In the sentence 'Ask me my (name)' the child will ask the teacher, "What is your name?" The teacher replies by giving her name.

Ask me my (school). Train the child to ask "What school do you attend?"

Ask me my (telephone number).

Tell me your (father's name).

Ask John his (age).

Tell the children your (country). United States of America.

Tell Marion your (age).

Ask me my (street number).

What is your (city)?

Who is your (teacher)?

What is your (telephone number)?

Whisper to me your (city).

Whisper to Jack your (place of birth).

CHAPTER VII

THE "SALUTATION" LESSON

Explanation: This lesson consists of showing to the pupils cards containing words of salutation. To each salutation, as it is recognized by the pupils, the child makes response.

Vocabulary:

Good morning
Good afternoon
Good evening
Good-bye
How are you?
How is your mother?
Isn't this a beautiful day?
Shake hands with me.

Direction: Have the phrases in the vocabulary printed on cards. Choose the phrase you wish to present. Suppose you take the question **HOW ARE YOU?** Tell the class what it is. Read it to them. Ask what answer should be given and how given. Discuss it. Say that if a person takes the trouble to inquire about one's health, one should thank the inquirer. Bring out the

answer, "I am very well, thank you." Place in the pack the card bearing the question and ask all to watch for it the next time it reappears.

In this lesson the children are not to make their responses aloud, but to THINK then and to show by action what they are thinking.

Now, *ask each child separately* to look out for the phrase as it appears from the pack. Flash the cards one by one and the first time the phrase HOW ARE YOU? appears, tell them to clap their hands (or any action showing recognition, the purpose being to fix the phrase in the mind). Each child is to say "I am well, thank you," in place of the customary "All right," so commonly heard among children.

In presenting the question HOW IS YOUR MOTHER? require the answer, "My mother is well, thank you."

When teaching SHAKE HANDS WITH ME let the child, without saying the words reach out his hand. Teach the child, incidentally, the proper way to shake hands,—which is to clasp the hand firmly with the thumb in proper position, and look squarely at the person greeted.

In teaching the phrase GOOD-BYE, let the child say "Good-bye, Miss_____." The same form is to be used in GOOD MORNING.

Take only one phrase per lesson. Get the idea well set in the pupils' minds before starting with another.

SALUTATION GAME

Print the children's first names quickly on the board. Then hold the salutation cards, one by one, opposite the names of each child *in quick succession*.

For example, take the HOW ARE YOU card and hold it up close to the name of JAMES, printed on the blackboard. JAMES is to reply instantly, "I am well, thank you."

Repeat this with every pupil, using every card in turn. Then reverse the process. Print the salutation phrases quickly on the board. Hold the pupils' names (printed on cards) one by one opposite each salutation. The pupil indicated is to respond promptly.

Incidentally, these lessons give the teacher a valuable opportunity to shape the replies of children to every-day questions, and to reform slipshod manners of speech.

Suggested Sentences

Good morning (John).

How are you (Dorothy)?

How is your mother (Mary)?

Isn't this a beautiful day (Esther)?

Mary (How are you?)

Frank (How is your mother?)

George (shake hands with me).

Say to Dorothy (How are you)?

Ask Tom (How are you)?

Ask me (How is your mother)?

Say (Good bye) to me.

Say (Good afternoon) to John.

CHAPTER VIII

THE "ACTION-WORDS" LESSON

Explanation: In this lesson are shown words which describe actions. To each action-word, as it is recognized by the pupil, the child makes response by an action.

Vocabulary:

stand	nod	take
sit	whisper	bring
clap	wave	lift
fly	skip	open
come	cry	close
go	laugh	brush
run	touch	count
walk	scratch	wind
bend	write	lock
hop	draw	unlock
jump	kneel	

Direction: Have ready the words of the vocabulary, printed on flash cards, as in the foregoing lessons. Suppose you begin with the word STAND. Print the word on the blackboard. Place a chair conveniently near and sit on it. Say "See what I do."

You then rise to a standing position and ask, "What did I do?" They will reply, "You stood up" or "You got up." You say, "Yes, I stood up, and what am I doing now?" They will say, "You are standing up." You will then say, indicating the word on the blackboard, "This word means STAND." Then mix the cards and flash them successively, telling the pupils to STAND whenever they see the word STAND.

Erase the word STAND from the blackboard. Write the pupils' names on the board and hold the word STAND opposite a child's name. That child is told to STAND when this occurs. Hold the word STAND opposite other children's names, each child rising as the card reaches his name.

Having fixed the word STAND very firmly in their minds, the teacher proceeds in the same manner with the word SIT.

Having done this very thoroughly, print the words SIT and STAND several times on the board before the class. Give an eraser to one child and ask him to pronounce any of these words, and to erase the word he pronounces. After this, the pupil gives the eraser to any other pupil he chooses. That child in

turn will utter the word he intends to erase, then erases the word and turns over the brush to another child. This is done until all the words are erased.

Before dismissing the class, test each child thoroughly with cards to see if he knows the words SIT and STAND.

In teaching these words, insist upon individual work so that each child may develop confidence in himself from the outset.

Not more than one word should be undertaken in one lesson. Bear in mind that other vocabularies are being taught simultaneously with this one, and that it is more beneficial to give short lessons on a variety of topics than to tire the child with a long-continued lesson on one.

In all lessons subsequent to these Action-Word lessons, the teacher should make liberal use of the Action-Words, both in conducting the class and in dismissing it. As the child's vocabulary increases, use Action-Words where possible. Have the pupils "fly" or "hop" or "bend" or "jump" to their seats when the class is dismissed.

In dismissing the class, the children may be sent to their seats individually or in a body.

If individually use this method: Say something like this: "You may go to your seats in this way." Then, opposite each child's name on the blackboard, flash an Action-Word such as HOP, FLY, RUN, etc. Use different words with different children. This method of dismissal never fails to interest and delight the children.

In later lessons where complicated actions are required, the Action-Words are indispensable. They furnish the basis for somewhat involved commands, such as "fly to that gentleman, shake hands with him, tell him your name, your grade and your father's name, and then hop to your seat."

Suggested Exercises

Stand on a chair.
Walk between two chairs.
Run around me.
Fly across the room.
Close your eyes.
Open your hand.
Walk fast.
Walk slowly.
Walk on tiptoe.
Bring me a pencil.
Take the pencil away.

Put the pencil on the table.
Stand beside the table.
Clap your hands six times.
Clap your hands fast.
Wave your hand slowly.
Touch your right cheek.
Hop on your left foot.
Run then jump.
Sit and clap.
Tell John to bend.
Tell me to write.

CHAPTER IX

THE "MORNING DUTIES" LESSON

Explanation: This lesson introduces complete sentences. The object is to familiarize the children with words describing their routine personal duties. The pupil is taught each phrase by performing the acts indicated.

The teacher is not to expect the children to stop and sound out each word in the following sentences. The pupil must learn and know each sentence *as a whole* and must respond instantly when the card which contains it is shown.

The interest of this lesson lies in the promptness with which the children respond by performing the actions indicated.

Vocabulary:

Comb your hair	Brush your clothes
Brush your teeth	Drink some water
Wash your hands	Tie your shoe
Wash your face	Pull on your stocking
Take deep breaths	

Direction: Have ready the above sentences printed on cards. These are called the

"Morning Duties" cards. Have the cards in a pack. The children are "in class."

Taking out the BRUSH YOUR TEETH card, the teacher says, to the pupils, "This is what this sentence means." The teacher then goes through the motions of brushing her teeth. She asks the children as a class to do the same. She tells them to look closely at the words on the card. She places the card back in the pack and asks the children to watch for it when it reappears, and to perform the action indicated, without saying a word. Cards are then flashed successively, and when the card BRUSH YOUR TEETH appears, see that each pupil responds by performing the action. Then try the pupils individually to see if they are familiar with the sight of the sentence. Do not teach more than one sentence in one lesson.

.

CHAPTER X

THE "THINGS IN THE ROOM" LESSON

Explanation: In this lesson the pupils are taught the names of familiar objects about the school room.

Vocabulary:

cupboard	swing
table	electric ight
big chair	board
little chair	basket
victrola	chalk
window	blackboard
door	flag
floor	desk
picture	plants
brush	

Direction: Have ready a pack of cards showing the above vocabulary words. The pupils are "in class."

Say to them, "Each of you is to own one of these words. Jack, you may have **WIN-
DOW**. (The teacher hands Jack the **WIN-
DOW** card and Jack walks to the window,

places the card on the sill, and returns to his seat.) Mary, you may have TABLE. (Mary receives the TABLE card, goes to the table and lays the card on it, and seats herself.)”

Proceed in this way until each child has had a card and has placed it on the object named.

The name-cards are all now out, lying on the window, table, etc. Let some one pupil take the teacher's place and call out to the other pupils, successively, the names of the cards, which are to be brought back from the window, table, etc. This process may be repeated with variations.

Game: To be played in connection with the “Things in the Room” lesson.

Print the vocabulary quickly on the board, while the class is looking on.

Print also, elsewhere on the board, the expression HOP TO THE or TOUCH THE, etc. Then flash, opposite one of the words in the vocabulary, a card bearing a pupil's name.

The child indicated will “hop to the” window or other object named in the vocabulary. Another child may thus be instructed to “fly to the” door. Another will “jump to the” table, and so on.

Story: (to aid in this lesson.)

When all the words in the vocabulary have been mastered, the cards are given out to the pupils, regardless of where they go, and the teacher "makes up" a story in which each vocabulary word is used. As each child hears his word, he promptly hands to the teacher his card, on which the word is printed. If any child is slow in responding, pass it over and allow him to keep his card; but continue the story and later make use of the word again, until the child recognizes it as his word and hands in his card.

Stories containing the vocabulary words will readily suggest themselves to the teacher. They should be simple and very informal. For example, the teacher might say:

"Once upon a time there was a man and a woman who had two little children, a boy Jack and a girl Ruth. The Father was going out West to build a home, away out where no one lived.

"One evening they were talking about what they would have in the house. The Mother said, 'I want a nice *cupboard* in the kitchen for my dishes, and of course we shall have the *table* near-by where I can work. We must take the *Victrola* and a few pictures, too.'

"After they were in their new home, they found that the children couldn't go to school because it was too far, and the Mother said she would be the teacher. Near the *door* they had a *blackboard*, some *chalk* and *brushes*. Every day they had a lesson.

"There was a large fireplace at one end of the cabin. A big bear skin rug was on the *floor* before the fire, and the children loved to lie there in the evening and listen to Father tell stories, or Mother sing songs. Father would sit in his *big chair* on one side and Mother in her *little chair* on the other side. The Mother couldn't sew at night because they had no *electric lights*.

"In this way, the children grew up, and they were all very happy together."

Of course, the teacher will never tell the same story twice. Vary this by allowing one of the pupils, in place of the teacher, to tell a story and receive the cards from the other pupils.

Test each child frequently to see what progress he is making. To test, flash the card and request him to say the word quickly as he can. At other times, ask him merely to point to the object named, without his saying the word. Train the pupils to keep their lips closed when thinking of the words.

Suggested Exercises

Run to the cupboard.

Sit on the big chair then on the little chair.

Stand by the window and brush your teeth.

Bring me the basket that is on the table.

Put the little chair on the table.

Fly across the room.

Stand opposite the door and clap your hands.

I want some chalk.

I want a brush.

Point to the picture.

Show me the prettiest picture.

Open the window and close the door.

Write on the board.

Draw an oblong on the board.

Draw a square on the board.

Draw three lines on the board.

Draw three lines on the board.

Tell Mary to open the door.

Ask Frank to stand behind the table.

Salute the flag.

Touch red in the flag.

Touch blue in the flag.

Touch white in the flag.

Wave the flag.

CHAPTER XI

THE "PARTS OF THE BODY" LESSON

Explanation: In this lesson the pupils are shown cards indicating parts of the body. As the vocabulary word is flashed, the child touches the part of the body in question. The game of "firsts" and of the "School Doll" are used in this lesson.

Vocabulary:

head	abdomen	wrist
neck	upper lip	mind
fingers	lower lip	pulse
nose	chest	spine
foot	cheeks	back
feet	temples	hands
eyes	lungs	thumbs
hair	heart	skin
knees	shoulders	teeth
ears	heel	tongue
stomach	elbow	nails
	arm	

Direction: Have ready the vocabulary words printed on cards. The children are "in class."

Take out one card, as CHEST. In presenting the word, say, "These words represent

parts of the body, and this word (showing the card with CHEST upon it) means CHEST." The card is shown at the same time the teacher utters the word, and she places her hand on her chest. Tell each child to place his hands on his chest. Let each pupil become familiar with the sight of the word, then hide the card in the pack; flash the cards one by one and as the word CHEST comes in view, each pupil is to place his hand on his chest without moving the lip. After thoroughly practicing this method, tell the children to clap their hands as the word CHEST comes into sight, then quickly flash the cards. Again, tell them to stand when they see the word CHEST.

Then tell the children that you will pass the cards out, one to each pupil, and the pupil who receives the word CHEST must run about the room, or knock on the door, etc.

Then let one child choose another child to stand before the class. The first child will touch the parts of the second child's body as the cards are flashed by the teacher.

All these devices serve to fix the word in mind and, incidentally, to teach the habit of attention. Introduce the vocabulary words gradually, one or two to each lesson. Be very

thorough in the work and see that *each child knows each word*.

Game of Firsts: Flash the cards in quick succession and let the children respond, not by words, but by touching the part of the body indicated by the cards. Call out at times the name of the child who seems to be first in responding.

This game is an exception to the general rule that concert work is less effective than individual work. The game will serve to create a spirit of emulation.

The School Doll Game: A "school doll" is very useful in teaching not only the "Parts of the Body" lesson, but also the Action-Words and Prepositions.

Let one pupil, holding the doll, stand before the class. As the cards bearing the names of the parts of the body are flashed by the teacher the child places his hand on the parts of the doll as designated.

One school in playing this game always used a little boy doll. The reason for choosing the boy doll and calling it by a boy's name, was that the little boy pupils did not hesitate to play with a boy doll, but they were reluctant to play with a doll dressed as a girl. The

doll was twelve inches long and was dressed in rompers. He was known as Teddy and his appearance was always hailed with delight.

Suggested Exercises

Touch your head with your right hand.
Put one knee across the other knee.
Put one foot across the other foot.
Shake hands with me.
Put your hands opposite your ears.
Put your hand behind your head.
Put your little finger under your chin.
Close your right eye.
Put your heels together.
Put your lips together.
Show me your teeth.
Touch John's pulse.
Touch Fred's right arm.
Touch my left arm.
Lay your finger across your cheek.
Put your tongue in your cheek.
Bend your head.
Put your hands on your shoulders and run to your seats.
Where is your heart?
Where are your lungs?
Where is your mind?
Count your fingernails.

.

CHAPTER XII

THE "COLOR CARDS" LESSON

Explanation: In this lesson the names of colors are taught by means of brightly colored cards. The teacher, of course, also uses name-cards and the blackboard. One color is selected and learned, and it is perhaps better to give not more than one new color at one lesson.

Vocabulary:

purple	yellow	white
violet	orange	grey
blue	red	brown
green	black	

Direction: Prepare color cards (of the colors indicated above), to supply each pupil with one card of each color. Prepare also a set of manila name-cards as usual, giving each color in the vocabulary. In preparing the color cards, cut cardboard into squares 4 by 4 inches and cover these with colored paper. The Dennison crepe papers may be obtained in almost all of the desired colors. Give each child a package containing a card of

each color, each package secured by a rubber band. The pupils are "in class."

In presenting the lesson for the first time, allow one pupil to pass the packs of colors to the other children. The pupils will then spread out the colors on their desks, so that all may be seen.

The teacher takes the word PURPLE from her pack of word-cards and shows the color PURPLE, at the same time asking the pupils to pick out the color card from among those on their desks. See that each child selects the right color card.

Now let the pupils collect the color cards again into packages. Print on the blackboard the command "Place colors." The pupils will spread out their color cards again on their desks.

Replace the name-card PURPLE in the pack. Flash the cards and when the word PURPLE again comes in view and is flashed, the children will hold up the purple squares. Print on the blackboard the command, "Collect colors," and the children will collect the cards and secure them with rubber bands.

Then print on the blackboard, "James, you may collect all the color cards."

.

The next color to present should be VIOLET, and so on down the vocabulary. Use the same words of command at all times until the pupil's responses become automatic.

When the names of all the colors are thoroughly learned, allow the pupils to mark with colored crayon on the blackboard, as the teacher flashes the name-cards.

Then print on the blackboard the words "Point to green," and let all the pupils point to something green in the room. Then print "Point to yellow," etc.

Print the words "Touch red," or "Touch blue," and cause the children to respond with the action indicated.

Never let this lesson drag. Stop when interest flags. Lessons short and frequent are better when teaching little children.

.

CHAPTER XIII

THE "COLOR LESSON, WITH OBJECTS"

Explanation: In this lesson, which requires closer thought on the part of the pupils the children are taught to associate the names of colored objects with the color itself, and not with the name of the color. This is done by the use of familiar, natural objects and the color cards.

Vocabulary:

pumpkins	summer sky
grass	lemons
violets	ripe cherries
grapes	bark
tar or midnight	smoke
snow	

Direction: The children have already thoroughly familiarized themselves, by the color cards lesson, with the names of all the colors.

Print the above vocabulary on name-cards. Begin with any color. Discuss the color.

Say, for example, while holding up a green card, "What color is this?" The pupils will say, "GREEN," as they have already learned

that color. Now say, "Tell me some things that are green." They will name grass, leaves, paint, Mary's hair-ribbon, etc.

Then, showing the name-word GRASS, tell the pupils that this word is GRASS, but instruct them to think of GREEN when they see the word GRASS.

In turn take the other colors, causing the pupils to name objects suggested by the colors.

As each color is disposed of, the teacher selects out of the objects named by the pupils, those objects which are typical of the several colors. In this way teacher and class together work out a vocabulary something as follows:

green	grass
orange	pumpkins
violet	violets
purple	grapes
black	tar or midnight
white	snow
blue	summer sky
yellow	lemons
red	cherries
brown	bark
grey	smoke

Color Game: (1) Place the color cards on the ledge of the blackboard, the children

being "in class." Flash a name-card, and see which pupil will first reach the blackboard and take the color card corresponding to the name-word.

Color Game: (2) The color cards are placed on the desks before the children. The teacher will flash the word-cards in quick succession, the children holding up the color card corresponding to the word-card.

Color Game: (3) The name-words, RED, GREEN, BLUE, etc. may be printed in a column on a blackboard. Name-cards suggested by these colors, such as grass, are distributed among the pupils. The teacher says, to each pupil successively, "Match your word to the color."

Again, the words naming the colors are printed on the blackboard and the pupils, each having a pack of color cards, each place a color card opposite the appropriate word on the board.

In forming the second vocabulary in this lesson the teacher need not of course use the above words PUMPKIN, GRASS, etc. However, the words which the teacher does use must exactly indicate the color which is being considered.

Suggested Exercises

Bring me the red card.

Put the blue card under the table.

Put yellow, blue and orange on the window and hop to your seat.

Who has a red hair ribbon?

Show me the prettiest color.

Put all of the colors on the blackboard.

Show me the colors in the rainbow.

Draw a blue circle.

Draw a green oblong.

Draw six brown lines and three white lines.

Give violet to Mary and yellow to Ruth.

Tell Frank to put purple on the window and grey on the floor by the door.

Point to yellow in the picture.

Point to the blue sky.

Find the color of the sky.

Find the color of grass.

Put the color of pumpkins on my table.

Tell Marion to get ripe cherries.

Show me what bark looks like.

I want some grapes.

Put lemons in the basket.

How does smoke look?

CHAPTER XIV

THE "ANIMAL" LESSON

Explanation: In this lesson the children are taught to associate the names of animals with their pictures; and incidentally to learn the chief characteristics of each animal. This is done by means of word-cards and silhouette pictures pasted upon cards.

Vocabulary:

cow	sheep
bear	mouse
hen	lion
rat	dog
rooster	duck
elephant	pig
horse	goat
robin	fox
camel	rabbit
turkey	frog
donkey	

Direction: Prepare two sets of cards. Print a set of name-cards giving the above vocabulary; paste black silhouette pictures of the animals (corresponding to the name-cards) on cardboard for the second set. Stand

the silhouette cards around the blackboard ledge in view of the class. Take the name-card DOG. Say to the pupils, "This word says DOG. Joe, find me a picture of a dog." The child finds the picture of the word DOG. Test each pupil with names of animals, one at a time. Then reverse the operation. Place the word-cards around the ledge of the blackboard. Flash the silhouette cards and see that each child in turn can find the word belonging to the picture.

When the pictures and names of the animals have been thoroughly learned, prepare a set of name-cards showing characteristics of each animal as in the following vocabulary:

cow	gives milk
bear	hibernates
hen	lays eggs
rat	gnaws
rooster	crows
elephant	has a long trunk
horse	neighs
robin	chirps
camel	has two humps
turkey	says "gobble"
donkey	has long ears
sheep	has wool

mouse	squeaks
lion	roars
dog	barks
duck	says "quack"
pig	grunts
goat	butts
fox	is sly
rabbit	has pink eyes
frog	croaks

Spread name-cards for above vocabulary of characteristics around ledge of blackboard. Flash silhouette cards and cause the pupils to find the corresponding descriptions of the animals.

Animal Game: Stand silhouette cards of animals on the ledge of the blackboard. Flash the cards describing the animals in rapid succession. Let the children reach quickly for the pictures as the word-cards are flashed. As: When the card bearing the phrase HAS WOOL is flashed, the children immediately rush for the picture of a sheep; or, HAS A LONG TRUNK, indicating the elephant, etc. When the pictures are all taken, the pupil who has the greatest number of pictures is declared the victor in the competition.

Suggested Exercises

Put the cow, bear and horse behind the door.

Which animal (has long ears)?

Which animal (is sly)?

Which animal (gives milk)?

Put the animal that barks and the one that roars under the table.

Find the animals that have feathers.

Find the two legged animals.

Find the four legged animals.

Which animals have horns?

Which animals give milk?

Which animal lives in the water?

Which animal sleeps all winter?

Bring me the animals that have horns.

Which animal has long hind legs?

Which animal has soft fur and pink eyes?

Which animal does the cat like?

Put the animal that crows in the cupboard.

CHAPTER XV

THE "NUMBERS" LESSON

Explanation: In this lesson the teacher by no means seeks to teach the children arithmetic. The purpose is to teach each pupil *simultaneously*:

- (a) the meaning of the number-words, as FOUR;
- (b) the corresponding symbol, as 4; and
- (c) the Roman numeral, as IV.

This is done by means of flash cards, the blackboard and square cards each containing on one side a digit and on the other, a Roman numeral.

In teaching the numbers, *start with FOUR* for the reason that the figure is easy to make; and the teacher should bear in mind that no one figure is "harder" than another if properly taught. Follow FOUR with SIX, then FIVE—both easy to make.

The Roman numerals are taught in this lesson, for two reasons: First, because these numerals are one of the three methods of ex-

pressing numbers, and second, in anticipation of the "Clock Dial" lesson.

Vocabulary:

one	I	I
two	2	II
three	3	III
four	4	IV
five	5	V
six	6	VI
seven	7	VII
eight	8	VIII
nine	9	IX
ten	10	X
eleven	11	XI
twelve	12	XII

Direction: Have ready two sets of cards. One set is to contain the name-cards describing the numbers, as FOUR. The cards in the other set are small and square, 4 by 4 inches being a convenient size. On one side of each card print a digit, as 4; on the other side print the Roman numeral, as IV. The children are "in class."

Having the pack of name-cards in hand, the teacher takes out the name-card FOUR and shows it to the class, saying, "This says FOUR. Can you count to four?" As the pupils reply by rising, she causes each pupil to count up to four.

The teacher then replaces the name-card FOUR in the pack. She directs the pupils to watch for the name-card FOUR, and when it reappears, to clap their hands four times, or to jump four times, to take four steps, etc. She then flashes the cards in rather rapid succession before the pupils. As the word FOUR appears, the pupils respond as directed. Vary this exercise so that the word FOUR is firmly fixed in their minds.

The teacher is now ready to take up the digit 4 and the Roman numeral IV.

Take from the pack of figure cards, the square card showing the figure 4. She says, "This says four, also." She then replaces the card in the pack and flashes the cards successively until the 4 appears. Having repeated this operation a few times, the teacher requests the pupils to clap their hands four times whenever 4 reappears. She then varies it by requiring four hops, four jumps, four bends, four steps, etc.

Then the teacher takes up the subject of Roman numerals. Selecting the card IV, she proceeds to secure from the children, upon its exhibition, the same reaction as in the case of FOUR and 4.

Not more than one number should be undertaken at any one lesson.

Try each pupil separately in order to make sure that each one knows the word intimately. In doing this, use the same general principles which have been illustrated in all previous lessons; that is to say, print the vocabulary on the board and hold opposite to each word successively the appropriate name-card; also have the pupils in turn take the place of the teacher and guide the operations; also reinforce the lesson by physical activities such as running, jumping, hopping, etc., being careful to give all commands by means of the blackboard and word-cards.

Except for the few words necessary in introducing each number, the entire series of names, digits and numerals should be taught without spoken words.

Suggested Exercises

four (4)	Show me four fingers.
seven (7)	Hold up seven fingers.
nine (9)	Clap II hands.
10 (ten)	Jump nine times.
12 (twelve)	Count 8 children in the class.
1 (one)	Point to one boy and one girl.
seven (VII)	Tell three boys to run to their seats.
two (II)	Show me 10 o'clock.
three (III)	Show me IV o'clock.



"Show by the number of your swings how old you are." Suggested Exercises.

CHAPTER XVI

THE "OBJECTS-IN-THE-BASKET" LESSON

Explanation: The purpose of this lesson is to familiarize pupils with the names of a goodly number of small common objects. The number of objects need be limited only by the size of the basket. The pupils delight in this game. It amounts practically to an extension of their toy-playing home activities which have been interrupted by attendance at school.

Vocabulary:

spool	buffalo
brush	clothes pin
lamb	shoe horn
basket	chair
scissors	dog
motor boat	rabbit
monkey	pan
block	automobile
telephone	pencil
tea kettle	wheel

Direction: (For presenting this game the *first time*.)

Have ready a basket containing articles named in the vocabulary. Of course, any similar articles will do as well, but they must be articles of child-interest. Have ready also, name-cards corresponding to each object.

Gather the children around the long, low table. Without saying a word, place one card on the table before each child. Then lay upon each word-card the corresponding object, taken from the basket.

Say to the pupils, "Look at your object and at the card under it. The card tells what the object is." Cause each child to examine his object and encourage him to handle its name-card a few moments.

After a short time (using your judgement as to the time necessary for the proper reaction), say to the children, "Put your objects in the basket," at the same time passing the basket so that each pupil may deposit his object therein.

The teacher then says, "Give me your word-cards." Each pupil hands her his card, telling her at the same time what the card says.

The teacher then prints on the blackboard the command GO TO YOUR SEATS. The children obey. The teacher takes the objects from the basket and spreads them out on the table. She stands the name-cards separately around on the blackboard ledge in plain sight of the entire class.

The teacher then orally commands the pupils, "Get your word-card and your object and take them to your seats." The children hasten to the blackboard for their cards and then to the table for their objects. The effort to identify the objects with the name-cards is of absorbing interest. The pupils take the objects and cards to their seats, placing them thereon. The teacher then goes about to see whether cards and objects have been properly matched.

The teacher then announces that she will call the name of each object and as each object is named, the pupil who has it places it on the table. After this is done, the teacher in like manner calls for the name-card, requiring each pupil to bring his card to her. This lesson should not last longer than a few minutes.

Let each child understand that he is held responsible for his own object and card. After

a few lessons, it will be found that some pupils will be able to match all the cards with the objects.

The basket containing the objects and the pack of name-cards (secured by a rubber band) is thereafter left in some convenient and very accessible place in the school room, so that the pupils may play with them at any time.

Suggested Exercises

Put the motor boat behind the door and the basket under the table.

Give Mary a pencil.

Take the object that you like the best and put it by the victrola.

Hold the clothes pin opposite John.

Tell Frank to take the automobile, monkey telephone and block and put them together on the floor under the table.

Put the spool under the little chair.

Put the dog between the rabbit and the lamb.

Lay the automobile across the chair.

Put the rabbit in the basket and the dog out of the basket.

Lay the scissors beside my chair.

Roll the wheel across the floor.

Tell me to take the shoe horn from the basket.

Take the rabbit in one hand and the pan in the other hand.

Put the clothes pin under your foot.

CHAPTER XVII

THE "PREPOSITIONS" LESSON

Explanation: In this lesson the pupils are taught, by the use of the hands and through other methods indicated, the meaning of the prepositions. Name-cards and the blackboard first convey the words to the pupils' minds.

Vocabulary:

up	top
down	bottom
in	beside
out	under
across	from
around	between
behind	beneath
before	opposite
on	outside
right	inside
left	together

Direction: The children are seated at their desks in order that the teacher may be able to observe the positions of their hands in relation to the desk, in showing the meaning of the prepositions. After those words

are taught which can best be illustrated by seating the children at the desks, the children are seated "in class," to enable the teacher to see how each pupil responds with relation to objects (such as a chair) placed before or behind them.

The teacher exhibits the name-card UNDER, showing the pupils the meaning of it by placing her hand under a desk. She asks the pupils to do the same, and at the same time she flashes the name-card UNDER. The teacher then restores the card to the pack and tells the pupils that when next the name-card UNDER is flashed, all hands must go under the desks.

Continue that exercise until all pupils recognize the word instantly. Introduce next the word ABOVE, flashing and pronouncing the word and placing the hand above the desk. See that each child, without a word spoken, knows the words UNDER and ABOVE, before a new word is taken up.

The pupils' hands can be used to show all the positions indicated by the above vocabulary.

Place a chair before the class. The children have already learned the words "chair"



Illustrating the Direction Word "on." See "Prepositions" Lesson.



Illustrating the Direction Word "up." See "Prepositions" Lesson.

and "stand," and such other action phrases as "fly to the," "hop to the," etc. The teacher prints on the blackboard, "Nellie, fly around the chair." Nellie performs the action indicated. Then she writes, "Frank, hop around the Victrola" or "Alice, run across the floor" etc. After the possibilities of the chair have been exhausted, other actions will suggest themselves to the teacher.

Suggested Sentences

Stand beside me.

Put your fingers in your pocket.

Point up then down.

Stand opposite the door and clap your hands six times.

Run around a little chair, then sit on a big chair.

Stand outside the door, Mary.

Tell Mary to come inside the room.

Place your hands over your head, then on your shoulders.

Tell Marion to stand beside Joe.

Sit on the table.

Put a little chair in the corner and stand on it.

Jump to the door, then fly to your chair.

Tell John to walk across the floor.

Tell Fred to run around you.

Put your feet together.

Touch the top of the chair.

Put your hand beneath the chair.

Stand behind me, before me, beside me.

.

CHAPTER XVIII

THE "CALENDAR" LESSON

Explanation: In this lesson time-words are taught by means of calendars, name-cards and the blackboard, beginning with the date of the lesson, which introduces TODAY.

Vocabulary:

today	full moon
tomorrow	new moon
yesterday	first quarter of the
next week	moon
this week	last quarter of the
last week	moon
year	Sunday
month	Monday
last day of the	Tuesday
month	Wednesday
first day of the	Thursday
month	Friday
school days	Saturday
holidays	first day of the week
day before yesterday	last day of the week
day after tomorrow	one week
a week ago today	two weeks
a week ago yesterday	

Direction: Have ready name-cards showing the above vocabulary. Get as large a calendar as possible. Tear from it the sheet showing the current month and paste that on stiff cardboard; hang it before the class. If possible, this calendar should show the phases of the moon.

Have ready also small calendars five by eight inches. Secure enough to supply each child. From each of these small calendars tear out the current month and mount it on cardboard.

Write the date of this lesson on the blackboard, and begin the lesson with that date, which is TODAY. If the child is in doubt as to the date, let him refer to the date written on the blackboard, not asking the teacher.

Have a general talk about the calendar. Let each pupil express himself freely about time. Talk of events which happened yesterday, last week, last month. Talk of the future. Show them, on the calendar, next week, and the last day of the month.

While the pupils are absorbed in the topic, flash the name-card TODAY, and ask each pupil in turn to come and place his finger on

TODAY, on the calendar. Give each pupil one of the individual calendar sheets and let each one find TODAY on it.

Then place the TODAY card in the pack and expose the cards one by one. When TODAY reappears, let each pupil find the proper day on his calendar.

Now introduce YESTERDAY. See that each pupil knows just where to find it on the calendar. Let each pupil find it on the large calendar.

Try each pupil separately to determine whether he knows TODAY and TOMORROW.

All the words and phrases in the above vocabulary can then be taught from the calendar. Do the work slowly and see that each pupil knows *thoroughly* each word introduced.

Instruct the children to try out their knowledge gained in these lessons, by referring to the calendars at their homes.

Suggested Exercises

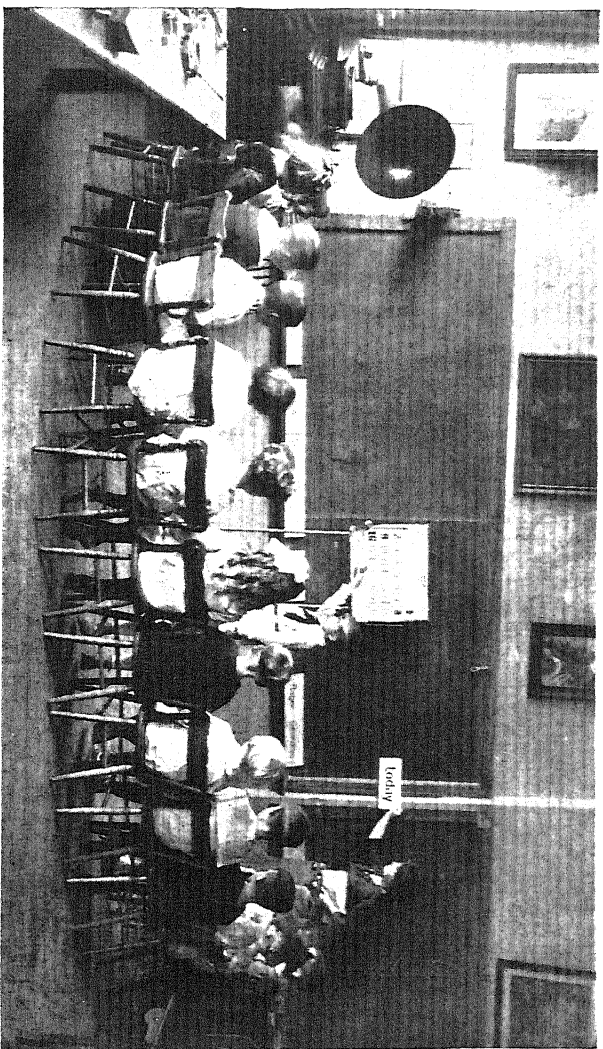
How many days in a week? Put the number on the board.

How many days in a month? Put the number above a circle.

Count the holidays in this month. Put the number in a square.

Is this a spring month?

Is this a winter month?



Showing "Today" on the calendar.

On which day does this month end?

When does this month begin?

Is Monday the first day of the week? Yes or No.

Put the year in a circle on the board.

How many school days in this month? Put the number in a square.

When shall we see the new moon?

When shall we see the full moon?

How many Sundays in this month?

Is your birthday in this month? Put the answer on the board.

CHAPTER XIX

THE "TELLING TIME" LESSON

Explanation: The purpose of this lesson is to teach the pupils to tell time and to learn the words by which time is told; also to go farther into the general idea of time.

Vocabulary:

clock dial	twelve o'clock
noon	three "
midnight	eleven "
six o'clock	minute hand
one "	hour hand
two "	half past two
four "	half past six
nine "	half past nine, etc.
eight "	five minutes of
seven "	ten minutes after
five "	quarter after
ten "	fifteen minutes

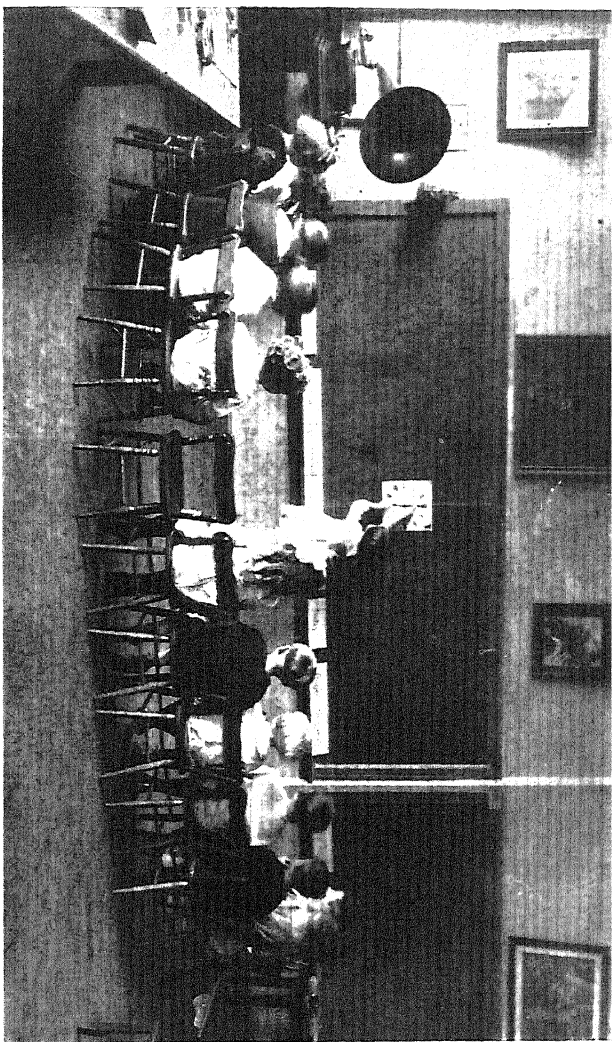
twenty minutes after

When do the groceries close?

When does your father go to work?

When shall you eat your next meal?

When does the last bell ring in the morning?



“When shall you eat your next meal?”

When does the last bell ring in the afternoon?

When do you go to bed?

Direction: Have ready a large clock dial,—that is, the face of a clock by which the hours are shown. It should have moveable hands; the figures showing the hours should be large enough to be plainly legible across the room. The dial should be fastened to the wall or to a chart or other object which is hanging on the wall before the eyes of the pupils.

Have ready, also, enough small dials to supply each pupil with one. Such dials can be obtained cheaply from school-supply firms. The small dials should have moveable hands.

Conduct a general conversation about telling time. Explain the minute and hour hands and cause the pupils to touch and name the figures of numerals showing the hours. (The children are by this time familiar with the Roman numerals.)

Take the words NOON and MIDNIGHT, and move the hands of the large dial to show 12 o'clock. Explain to the pupils that this means NOON, and also means MIDNIGHT. Tell them that noon is the middle of the day

and that midnight is the middle of the night or 12 o'clock. Replace the words NOON and MIDNIGHT in the pack of cards. Tell the pupils that when NOON or MIDNIGHT reappears, each child is to move the hands of his small dial to 12 o'clock. Continue this exercise until every pupil recognizes both words and can show the position on the dial.

Next introduce the MINUTE-HAND, causing each pupil to place his hand on the MINUTE-HAND of his small dial. Follow with the words HOUR-HAND.

Proceed with the vocabulary very slowly, infusing as much interest as possible into the lessons, by means of variations with action words, etc.

Suggested Sentences

Print on the board:

1. A mother told her little boy that he could play 30 minutes. How long did he play? Draw a line under the right word.

one hour half an hour quarter of an hour

2. A little girl reached school at this time. Was she early or late? Draw a line under the right word.

(Place the clock hands either before or after nine.)

3. Draw a line under the number of hours a school child should sleep.

one nine six four twelve

Note:—This point had been discussed before. The pupils know that twelve hours is the proper answer.

4. Put the number of minutes in an hour in a circle on the east board.

5. Which is the longer, 15 minutes or a quarter of an hour?

CHAPTER XX

THE "STREET SIGNS" LESSON

Explanation: In this lesson the pupils are taught to read ordinary street signs and to understand the purposes for which the signs were made.

Vocabulary:

We close at five	Scarlet fever
Stop-Look-Listen	Measles
Cook-Light-Heat	Influenza
with Gas	Push
Boy wanted	Please shut the door
Do not dump ashes	No dogs allowed
here	Come in
Closing-out sale	Press the button
Knives and scissors	Exit
sharpened here	Entrance
Keep your credit	Please do not ask for
good	credit
Rooms for rent	Kindling sold here
House for sale	Welcome
Keep to the right	City Park
Keep off the grass	Free Air
School—slow down	Gasoline
to ten miles	Garage
Post no bills	Fire escape—Red
Bridge—go slow	light
Inquire at the office	Safety first

Direction: The reading of street signs is to be taken up in the latter part of the first school year.

The vocabulary is to be built up gradually, sign by sign. The work is to proceed quite deliberately, each sign receiving full general discussion in the class as it is introduced.

Have a few of the most common signs ready, printed on strips of cardboard. Devote one lesson to one sign, even though the lesson last only a short time.

Suppose you take the sign STOP-LOOK-LISTEN. Print on the board "Read and explain this sign." Then flash the card containing the sign. The children rise when they are ready to read and explain the sign. The teacher chooses one pupil to read the sign aloud. The child reads the sign aloud, then steps to the front of the class and explains in his own language just what the sign expresses to him. Let other pupils add to his explanation if they see points which he fails to bring out.

Proceed in this way until all the signs given in vocabulary have been learned, together with any other signs that occur to the teacher.

Urge the children to look for signs when on streets or in stores or public buildings, and to report these signs to the class, together with an explanation of the surroundings.

Note: In connection with the "Street Signs" lesson, encourage the children to bring to school labels advertising different articles of commerce, to be discussed at the class. The teacher may add greatly to the interest of this phase of the lesson by providing a bulletin board to which such labels, etc. may be fastened by thumb-tacks.

.

CHAPTER XXI

THE "FLOWERS" LESSON

Explanation: This lesson should be taken up in the latter part of the first school year. Its purpose is to familiarize the pupils with the names of native flowers.

Vocabulary:

pansies	bluebells
asters	nasturtiums
sweet peas	wistaria
dandelions	old-fashioned pinks
roses	violets
brown-eyed Susans	daisies
snow-balls	golden rod
lilies	geraniums
tulips	morning glories
holly hocks	four o'clocks
Johnny-jump-ups	carnations

Direction: Have ready a pack of cards showing the words in the above vocabulary. The pupils are at their regular seats.

Have a general discussion about flowers—the condition of the soil, size and shape of the flower-beds, and the cultivation of the

different flowers. Tell each child that he is to represent a kind of flower growing in the garden. Arrange the children in the form decided upon for the garden. Close the discussion.

Give each child a name-card bearing the name of a flower growing in the garden, pronouncing the words as it is laid upon the desk, as SWEET PEAS, or HOLLY HOCKS, etc.

Tell the children that for a few moments they must play that the flowers are growing. In this few moments' silence, the children are familiarizing themselves with their flower names. The teacher then calls for the name-cards, the child responding by bringing the card bearing the name called.

Then the teacher, holding the cards in her hand, flashes them, and the children, one by one, take their cards as they recognize their flower-names. Repeat this exercise until each child knows thoroughly his own name.

Continue this lesson until each child knows the name of each flower in the garden. Then pass the cards out at random, and collect them by telling a flower story and making use of every flower-word. (See "Things in the Room" Lesson Story, page 55.)

CHAPTER XXII

THE "YES AND NO" LESSON

Explanation: This lesson deals with the general conduct of the pupils in every-day life. It sets forth a few fundamental principles that play an active part in every child's life. It teaches him how he should govern himself.

Vocabulary:

Give people half the sidewalk.

Be kind to animals.

Speak the truth.

Take things that do not belong to you.

Keep off people's lawns.

Mark public buildings.

Throw paper on the street.

Enter people's rooms without knocking.

Keep to the right in passing.

Quiet manners on the street.

Play in the street.

Waste food.

Look up and down the street before crossing.

Direction: Print the above vocabulary on large manila strips. Some sentences will require two lines.

Take up one sentence at a time. Explain it and discuss it fully; illustrate if possible, as in KEEP TO THE RIGHT IN PASSING. Every sentence must be answered by "Yes" or "No," followed by a repetition of the statement; as when the name-card bearing the sentence MARK PUBLIC BUILDINGS is flashed, the child answers, "No, you should not mark public buildings," or to KEEP OFF PEOPLE'S LAWNS, the child answers, "Yes, you should keep off people's lawns."

Emphasize this lesson more than any other; it is the most valuable lesson in the book, as it teaches the children to respect the rights of others. This is fundamental for good citizenship.

CHAPTER XXIII

THE "OPPOSITES" LESSON

Explanation: In this lesson the children's minds are trained to think quickly.

Vocabulary:

rude	polite	slow	fast
fine	coarse	old	new
quiet	noisy	high	low
long	short	beautiful	ugly
north	south	friend	enemy
east	west	false	true
good	bad	far	near
up	down	refined	vulgar
fat	thin	over	under
hard	soft	like	dislike
in	out		

Direction: Prepare a set of word-cards printed on both sides. On one side print the words in the left-hand column of the above vocabulary; on the reverse side print the opposite words in the right hand column of the vocabulary. Prepare as many cards as there are children in the group. Give each child his card, and let him be responsible for his own opposite words.

When the teacher flashes the words on one side of the cards, the children, in turn, instantly reply with the opposite words printed on the reverse side of the cards. Reverse the cards and repeat the process until the children are familiar with all of the words.

Example: —

The word FALSE is flashed. The child instantly responds with "TRUE." Or when TRUE is flashed he says "FALSE."

CHAPTER XXIV¹

THE "BIRD STUDY" LESSON

- I. Introduction to BIRD STUDY.
Talk of migration of birds.
Took Group One [of my pupils] to Bird Museum and looked at winter and early spring birds, the latter in particular. Also a general survey of all birds. Brief talks on habits of some of most interesting.
- II. Took Group Two to Bird Museum. Studied winter and spring birds.
- III. Foundation vocabulary built up from trip to Museum:
- | | |
|----------|-----------|
| bird | legs |
| sing | wings |
| robin | spring |
| tree | nest |
| bluebird | migration |
- IV. Sentences made from vocabulary for blackboard reading.
- V. Talk of Robin nests. Bird story from blackboard using words:
- | | |
|--------|--------|
| father | crumbs |
| mother | worms |
| eggs | build |

¹ A plan was set apart in our plan book to show daily development in the study of birds, their habits, characteristics, etc.

- VI. Original story told by teacher using cards bearing foregoing vocabulary as basis. Children hold cards. When word is heard in the story, the card is handed to the teacher. See "Things-In-The-Room" Lesson.
- VII. Story of Mother bird on nest printed on blackboard. More about the Robin.
Poem "Madam Robin's Afternoon Tea."
- VIII. Drill upon bird vocabulary. Use words in sentences on board. Introduce the Bluebird.
Poem, "I have a secret."
- IX. Bluebird and Robin's nests compared.
New words:
breast insect seeds
tail fruit beak
Poem "Little Bird Blue."
- X. Use vocabulary in original story. Read questions silently and answer with full statement:
What color is father robin's nest?
Where do robin's build their nests?
What do they use to build their nests?
What do they eat?

- XI. Talk about Cardinals.
Where do they build their nests?
What have they on their heads?
What color is father Cardinal?
Name the food the Cardinal eats.
(Read silently and answer fully.)
Show picture of Cardinal.
- XII. Give hectograph sheets with Cardinal picture. Let children color as per direction on sheet.
- | | |
|-------------|--------|
| body..... | red |
| beak..... | yellow |
| throat..... | black |
| legs..... | brown |
| eye..... | yellow |
| tail..... | red |
| wings..... | red |
- Note.—the children are familiar with the names of the colors, also the parts of the body of Cardinal.
- XIII. Woodpecker. Picture.
- What color is head?
Where does he build his nest?
How do they build or make their nests?
What two other colors does he wear?
return scarlet tanager
friends song
Story told "The Old Woman and the Cakes." (Woodpecker Story.)

- XIV. Flicker. Wood Thrush. Pictures. Story of habits. Description. Word drill for vocabulary. (With cards.)
 beak crumbs build
 helps flicker food
 woodthrush
- XV. Meadow Lark. Habits. Description. Where nests are built. Review vocabulary with original story. (Use cards.)
- XVI. Red Winged Blackbird. Habits. Description. Story—Indian Legend "How the Birds Came."
 Pictures of different birds reviewed.
 Review of Nests. Talk of Bird Calls.
 Listen to Victrola Record of Bird Calls.

Entire BIRD VOCABULARY as built up from story of birds.

insects	wren
fruit	build
tail	trees
legs	nest
body	chickadee
friends	bluejay
return	wings
scarlet tanager	plumage
cardinal	brown thrush
song	swallow

sing	pigeon
seed	mother
food	father
worms	bluebird
crumbs	robin
migration	eye
south	helps
throat	breast
bird	spring
eggs	beak
meadow lark	

The following sentences were printed on strips of manila board. The entire class read silently the sentences. One child was asked to answer the question flashed:

Where does the red winged blackbird build his nest?

Which bird is the most useful?

Which bird sings his own name?

How does the oriole build his nest?

Which birds come early in the spring?

Which bird builds a buggy top on its nest?

Which is the hoodlum or tramp of the birds?

Which bird is the guardian angel of the soil?

Which bird calls "thief, thief"?

What bird is the policeman of the orchard?

Which birds stay here all winter?

Which do you think is the prettiest bird?

CHAPTER XXV

INTRODUCTION TO PROJECTS

After the pupils have thoroughly learned to grasp words at sight in accordance with the principles of the SILENT READING METHOD, they are ready to undertake Project work in connection with more advanced lessons under the Silent Reading Method.

In this book the word "Project" is taken to mean the performance of any plan of action in which materials are used and a purpose exists to do something.

This work differs from most project work in that the children learn the vocabulary at the same time.

The subjects of the projects have a wide range,—from manual training and household activities to the care of animals, etc. All project work is based wholly on the Silent Reading Method. In the course of each project there is taught a vocabulary embracing every activity connected with the project—the materials used, the use made of them, etc.

The care of a rabbit in the school room forms the basis of an excellent project. Setting a table and washing the table linen are others.

In this book only enough projects are given to familiarize the teacher with the method of undertaking a project and utilizing it to teach the children both the activity and the words involved.

Other projects will suggest themselves to any teacher from her observations and from local conditions.

By undertaking a comparatively simple project and carrying it out with spirit under the Silent Reading Method, an intelligent teacher can work up gradually a large amount of project material.

Let the children do the actual work.

CHAPTER XXVI

“WASHING THE CLOTHES” PROJECT

Explanation: In this Project are taught words describing actions connected with washing table napkins and the materials and articles used.

Vocabulary:

tub	washing powder
wringer	soap
washboard	starch
clothes pins	Japanese napkins
clothes basket	water
clothes line	rinse
sapolio	heat
bon ami	

Direction: Teach the vocabulary words after the manner prescribed in the lessons.

After the vocabulary is thoroughly learned, talk with the pupils about the project:—Discuss heating the water, use of soap, washing powders and starch, and the method of wringing and drying.

While this talk was going on, and the actual work being done by the pupils, the following

sentences and narratives were developed by the pupils under the teacher's guidance, and were by her printed on the board:

"The water was heated on the gas stove.

"Then Miss (_____) 'counted out' to see who would wash the clothes first.

"Frank was the first.

"He put all of the napkins in the water.

"Then he took one and put some soap on it.

"He rubbed it up and down the washboard to get the dirt out.

"Thelma was the next one.

"She put the napkin in the wringer.

"Dorothy washed the next napkin.

"Clark's turn came next.

(Other pupils took part.)

"When all of the napkins were washed, we rinsed them in cold water.

"We hung them on the clothes-line with the clothespins."

The teacher in this Project used Project Sentences as in the "Setting the Table" Project, the children inserting the missing words from the vocabulary.

Project Sentences:

We clean windows with_____. (bon
ami)

_____makes clothes stiff. (starch)

The_____are blue and white.
(Japanese napkins)

_____feels like fine sand. (sapolio)

We_____the water. (heated)

_____made the water soft. (Washing powder)

Our_____is made of tin. (tub)

Note: The materials used in this project were kept together on a shelf at one side of the room. The words of the vocabulary, printed on cards, were secured by a rubber band and placed with the material. The children were made to feel at liberty to go to the shelf, take the word-cards and material to a large table and "match them" by first laying the name card on the table then placing the object corresponding to it on it, as, on the word SAPOLIO, the bar of sapolio was placed on the table. The wringer was placed on the card bearing the word WRINGER, etc.

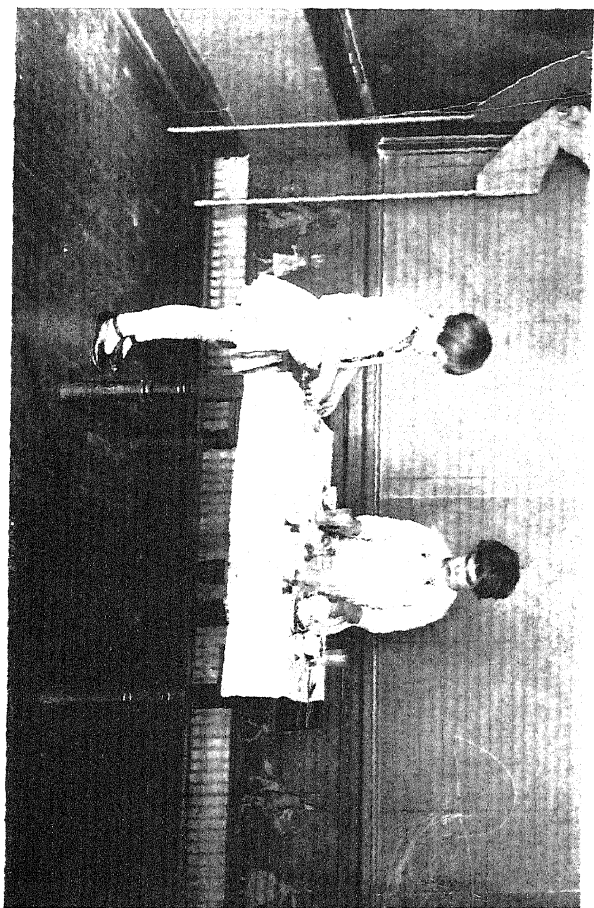
CHAPTER XXVII

“SETTING THE TABLE” PROJECT

Explanation: Eating is one of the most regularly conducted acts of childhood, occurring three or more times daily. The child's ability or imagination to “make-believe” is a most potent factor in teaching the child accepted table manners and customs. Teachers should realize that the greater part of most children's lives is pretend. The purpose of this project is to teach words used in connection with setting the table:—names of articles, manner of setting the table, the technique of table manners.

Vocabulary:

plates	eating	doilies
cups	slowly	grace
saucers	happy	right
glasses	quietly	left
knives	table cloth	point
forks	napkins	between
teapot	flowers	together
cream pitcher	chairs	tines
sugar bowl	table	



Setting the Table.

Direction: Teach the vocabulary words after the manner indicated in the Lessons.

After the vocabulary is thoroughly learned, talk with the pupils about the project:— about setting the table. While this talk is going on, the table is being set by the children. Following are sentences developed in the discussion while setting the table:

The knife is at the right of the plate with the cutting edge toward the plate.

The spoon, with the bowl turned up, next to the knife.

The fork is at the left of the plate, with the tines turned up.

The water glass is placed at the end of the knife or just at the right of the end.

Fold the napkin and put it at the left of the fork, or it may be placed between the knife and fork.

The tea-pot or coffee-pot is at the hostess' right, with space enough between it and the spoon to allow her to set down a cup and saucer.

The sugar and cream go in front of her plate, and the cups and saucers at the left.

Pile the cups at the hostess' left-hand side, not more than two together, with the handles turned so that she can easily reach them.

The children then sit at the table. Table etiquette is discussed (see certain words relating to etiquette in Project Vocabulary).

In this discussion the following Project Sentences are developed:

Always say _____ before eating. (grace)
Wait until all are served before _____.
(eating)

Put the knife at _____. (right)

Chew your food _____. (slowly)

Drink _____. (quietly)

Never leave the spoon in the _____.
(cup)

When being served, put the knife and fork _____ on the plate. (together)

Place the napkin at the left of the fork or _____ the knife and fork. (between)

Always serve from the _____. (left)

Elbows off _____. (the table)

The glass is at the _____. (point of the knife)

Place the fork at the _____. (left)

The spoon is next to the _____. (knife)

The Project Sentences have previously been printed on manila cards. The cards are flashed before each pupil in turn, and he is to supply the missing word. The missing word has already been learned in the vocabulary.

In the course of the Project, the children could with benefit learn the following memory gem:

"Eat at your own table as you would eat at the table of the President."

Note: The dishes used in this project were play dishes, large in size and of a pretty pattern. The knives, forks and spoons were purchased in sets at the Ten-cent store.

A low table, large enough to seat four children, placed at the rear of the room, was held in readiness for a "table setting" lesson. So keen were the children, both boys and girls, to exhibit their knowledge in table setting that the teacher had to resort to her usual method of "counting out" in order to avoid the show of favoritism.

The parts to be filled by "counting out" in this instance were a hostess and a maid.

The dishes, paper napkins and paper table cloth were on a shelf at one side of the room and built for the purpose of holding project material.

After the table was set, the class and teacher gathered around it to inspect the work.

A little party was held at the completion of the "SETTING THE TABLE" project. Rules

of table etiquette were obeyed from the time of standing behind the chairs until the hostess gave the signal to be seated, to the close of the meal. Cocoa and wafers were the refreshments served. The "maid" waited upon those children not seated at the table but who were seated on little chairs grouped around the table. The teacher was a guest.

CHAPTER XXVIII

THE RABBIT PROJECT

Explanation: The purpose of this Project was to familiarize the child with the habits, characteristics, and care of the rabbit, and words indicating same.

Vocabulary:

tracks	claws
clover	2 months old
rabbit	sweet milk
gnaw	water
Molly Cotton Tail	rodent
weeds	Mrs. Slemmons
oats	

Direction: The rabbit was kept in a box which was made by the janitor with the assistance of the little boys in the class. Every morning the children cleaned the cage, fed and watered the rabbit, and observed how it ate and drank. The life and habits of the rabbit were discussed; the children learned that it belonged to the rodent family, that it drank in a peculiar manner, its age, etc.

By observing the rabbit day by day, the vocabulary was built up, the children becoming familiar with the new words as each step was discussed. Each new observation was a basis for a Project Sentence, which sentences are given below.

After the Project was completed, each child being thoroughly familiar with the habits and characteristics of the rabbit and the vocabulary involved, a test was given. The child who won the most points, or, in other words, who knew his vocabulary the best, was allowed to take the rabbit home for a few days. After the few days, the same test was given; and again the privilege of taking "bunny" home was granted to the pupil who stood the highest. These tests continued with the same reward until each child in the class had cared for the rabbit in his home.

The teacher knew that the rabbit would be well cared for in the children's homes, because the Project has taught them its habits, etc.

Following are Project Sentences, which were printed on manila strips as they were developed in the discussion of the rabbit.

How old is bunny? (2 months old)

What is the rabbit's name? (Molly Cotton Tail)

Does the rabbit belong to the cat family? (no)

What does the rabbit drink? (sweet milk and water)

The rabbit has soft_____. (fur)

Show how rabbit tracks look. (The child runs to the board and draws a picture of rabbit tracks.)

Who gave us the rabbit? (Mrs. Slemmons)

The rabbit is a Flemish_____. (Giant)

Does the rabbit drink as the cat does? (no)

To what family does the bunny belong? (rodent)

This rabbit has_____eyes. (pink)

Is rabbit meat used as food? (yes)

What does the rabbit eat? (clover, oats, weeds)

With what does the mother rabbit line her nest? (fur plucked from her breast)

Note: This Project may be worked out with any small animal.

CHAPTER XXIX

THE TABLE PROJECT

MAKING OVER AN OLD TABLE

Explanation: In Part I the children are taught the names of the materials used in remaking the table, the names of the actions involved in the process, the measurements, etc. This instruction is given to the pupils in the actual remodeling of the table and by the use of name-cards, etc.

In this project all the work was done by the pupils. The teacher guided, observed and taught them words, as the need for new words arose. Each child was so familiar with every word that he could explain each step and describe it.

Vocabulary:

barrels	remove
copper	27 inches
burnt umber	middle
library	outside
22 inches	turpentine
varnish remover	gum
linen	linseed oil

flax	oak
separates	prepared
glue	wax
table	resin
planted	10 feet
dresser	Belgian
sand table	children
putty	south
white pine	slash
yellow pine	

Direction: After the Project was completed by the finishing of the table, the children devoted a lesson to telling how it was done. One child would stand behind the table and tell of the need for a table. Then he called on some child in the room for the next step. That child, after telling his part concerned in the next step of the project, called upon another child, and so on until each step had been related.

THE TALE OF THE TABLE

The teacher called upon Dorothy to begin THE TALE OF THE TABLE. Dorothy rose from her seat to take her place, standing behind the table. The conversation was carried on as follows:

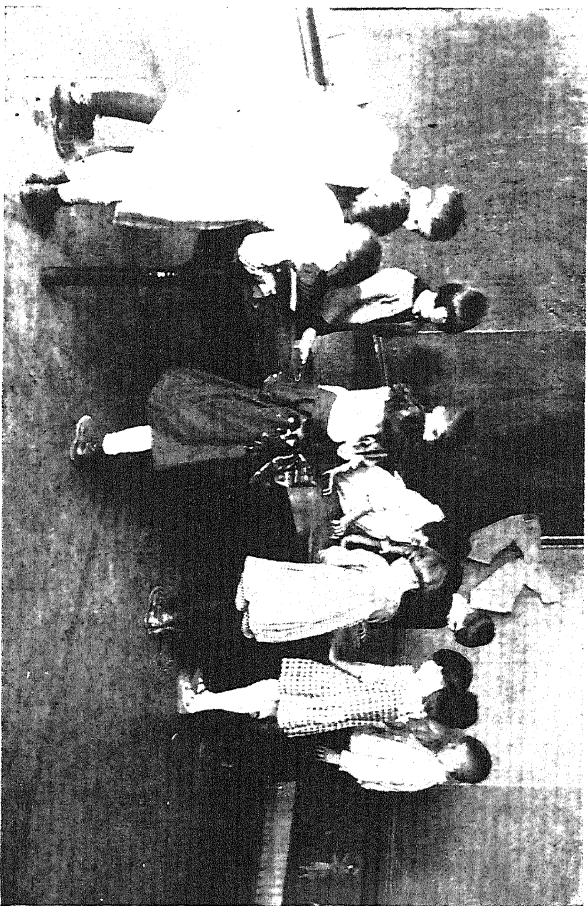
Note: Following is from a stenographic report taken May 12, 1920. The actual time

used to explain this project, including the time taken by Richard in distributing and calling the word-cards, was 12 minutes.

Dorothy: Miss Watkins needed a table. Mr. Bright, the assistant superintendent of these buildings, heard her ask for one. He said that he could get one for her. He found this one. It was all scratched and dirty. It had a big crack down the middle of it. Winston will give you the measurements of the table.

Winston: (picking up a yardstick and measuring): The table is 22 inches high, 27 inches wide and 10 feet long. The outside legs are of oak. The middle leg is yellow pine. The top is white pine. Rollin will tell you how we removed the varnish.

Rollin: (taking up blocks covered with sand-paper): Some boys in the third grade gave us some blocks of soft pine. We tacked sand-paper on them. Joe Harding drove the nails in. He can drive nails the best of anyone in the room. Betty will tell you



The Table Project—Removing the Varnish.

how we removed the rest of the varnish.

Betty: (holding up a bottle labeled "Varnish Remover"): This is varnish remover. We sand-papered the top of the table and put this varnish remover all over the sides and on the legs. Then we wiped it all off with paper toweling. It is easier to work with varnish remover than it is with sand-paper. Wendell will tell you about the putty.

Wendell: (holding up a can labeled "Putty"): We put this putty in this long crack and in all the nail holes and marks. We used this knife to press it in. Miss Watkins sent Frances to the paint shop to ask how putty is made. They said it was made by mixing raw linseed oil and whiting. They did not have any whiting, so we had to buy our putty. Mary Jane will tell you about the stain.

Mary Jane: (holding up a bottle labeled "Stain"): Stain is made from turpentine and burnt umber. We put this stain all over the

table and then let it dry for two days. Burnt umber comes from the South Sea Islands where the cannibals live. Cannibals eat people. Muriel will tell you about the varnish.

Muriel: This is Varnish (holding up a bottle labeled "Varnish"): In the south they slash the yellow pine trees and a gum comes out. This gum is heated in copper lined kettles. It separates into resin (holding up the resin) and turpentine (holding up a bottle labeled "Turpentine"). The turpentine is shipped in barrels lined with glue so that the turpentine will not leak through. Geraldine will tell you more about varnish.

Geraldine: The reason why some varnish is not as good as it used to be is because there is too much resin in it and not enough turpentine. The best varnish is made from boiled linseed oil. Miss Watkins has a dresser that is more than seventy-five years old and she says that the varnish on it is beautiful. Ed-

ward will tell you about the linseed oil.

Edward: (holding up a bottle marked "Linseed Oil"): This is linseed oil. (Holding up a bottle of flax-seed), this is flax seed. They both come from the flax plant. Flax is planted every year and grows to be ten feet tall. This is linen, (holding up a handkerchief). It comes from the flax plant, too. The best linen comes from where the little Belgian children live. Joe Harding will tell you all he knows about the paint brushes.

Joe: (holding up a paint brush): Paint brushes are made from squirrels' fur, horsehair, camels' hair and pigs' bristles. The finest brushes are made of camels' hair. This one is made of pigs' bristles.

Dorothy, the Librarian, taking up the tale: Now we have a library table. We shall put books on it and little chairs beside it. I am the librarian. The librarian's work is to keep the books in order and to keep the table dusted. We

use prepared wax to keep the table well polished. Richard will give out the name-cards.

Richard: We like to know the words we use. I shall give each one of you a card, then I shall call for the words. (Richard stepped to the table, took up the pack of cards containing all of the words in the vocabulary and which are printed under VOCABULARY in this lesson. He passed quickly up and down the aisles, depositing one on each desk. After each child had received one card Richard proceeded to give them out again until all were out. He then stepped to the front of the room and called the words. (The cards were printed on both sides so that they could be seen from front and back.) As each child heard his word or words called he ran quickly to Richard, who, after he had received all of them, placed the rubber band around the pack and put them on the table with the other materials used to demonstrate the project.)

Project Sentences

- How did we _____ the varnish from the table? (remove)
The middle leg is _____. (yellow pine)
The barrels are lined with _____. (glue)
How high is the table? (22 inches)
How wide is the table? (27 inches)
How long is the table? (10 feet)
What is made from gum? (turpentine and resin)
Where does burnt umber come from? (South Sea Islands)
How do we keep the table polished? (prepared wax)
What does the librarian do? (keeps books in order)
Where does linen come from? (flax)
Where does linseed oil come from? (flax)
Where do the pinetrees grow? (in the South)
Paint brushes are made from _____, _____, _____,
_____. (camel's hair, pig's bristles, horsehair, squirrel's hair)
The best brushes come from _____. (camel's hair)
The four outside legs are _____. (oak)
The top is _____ (white pine)
What did we fill the cracks and holes with? (putty)
What comes from the yellow pine tree? (gum)
The kettles are lined with _____. (copper)
The gum _____ into turpentine and resin when heated.
(separates)

CHAPTER XXX

PHONICS

Any standard method of teaching PHONICS may be followed in connection with the SILENT READING METHOD.

For the first few days of school, while the teacher is organizing her classes, it is best to defer the teaching of PHONICS. After the children are classified and arranged in their respective groups, the daily work in PHONICS should begin. This allows the late comers to get a fair start.

The sole aim of teaching PHONICS is for the instant recognition of words as wholes.

Points to be emphasized in teaching PHONICS are:

- (1) A regular time on the daily program for phonics.
- (2) Drill upon WORD-CARDS and PHONETIC CARDS be kept entirely separate.
- (3) While "working out" words, phonetically, the child should be trained to think the sound and pronounce the word as a whole, without lip movement.

- (4) Use the same method in presenting **PHONICS** as in presenting new words in the **SILENT READING METHOD**, —vis.:
- (a) have the child's undivided attention
 - (b) present the symbol, that is a picture of the sound, at the same time that the sound is given
 - (c) perform actions, when symbol is shown, to fix the sound in mind
 - (d) play games to stimulate the interest of the children
 - (e) do individual work entirely
 - (f) insist upon the proper position of the organs of speech
 - (g) work for speed but not at the expense of accuracy
 - (h) put as much spirit into the **PHONETIC LESSON** as in the **READING LESSON**

REMEMBER

That a child either knows a thing or does not know it. There must be no guess work.

Teach each unit as though it were the last time it would ever be presented to the child.

TEST WORDS

CHAPTER XXXI

TEST FOR PROMOTION

At the close of the first school year, the teacher tested each of her forty pupils individually as to his knowledge of the entire vocabulary learned throughout the year. She made typewritten hectograph copies showing these words, and gave each pupil a copy containing twenty-four exercises on different subjects, the whole covering thirteen typewritten pages. (See the following pages.) Each child was given a copy to take home and keep.

This test was the basis of promotion to Grade II.

As an illustration of the interest and pride shown by the pupils in their work and achievements, one little boy was in the habit of taking his set of test questions, tightly rolled and held with a rubber band, to bed with him every night, not to read but to keep under his pillow.

Test Words, Phrases and Sentences

DIRECTION

Come to the class.

Go to your seat.

PERSONAL HISTORY

name	teacher	telephone	country
school	city	county	place of birth
grade	father's name	state	date of birth
age			

SALUTATION

good morning	How is your mother?
good afternoon	Isn't this a beautiful day?
good bye	Shake hands with me.
How are you?	

ACTION

stand	go	jump	skip	scratch
sit	run	nod	cry	write
clap	walk	whisper	laugh	draw
fly	bend	wave	touch	kneel
come	hop			

ANIMAL CHARACTERISTICS

gives milk	chirps	barks
hibernates	has two humps	says, "quack"
lays eggs	says, "gobble"	grunts
gnaws	has long wool	butts
crows	squeaks	is sly
has a long trunk	roars	has pink eyes
neighs		

NUMBERS

one	four	seven	ten
two	five	eight	eleven
three	six	nine	twelve

ROMAN NUMERALS

I II III IV V VI VII VIII IX X XI XII

DIGITS

1-2-3-4-5-6-7-8-9-10-11-12

OBJECTS

spool	motor boat	buffalo	rabbit
brush	monkeys	clothes pin	pan
woolly lamb	block	shoe horn	automobile
basket	telephone	chair	pencil
scissors	tea kettle	dog	

PREPOSITIONS

up	around	left	under
down	behind	top	from
in	before	bottom	beneath
out	on	beside	between
across	right		

CALENDAR

today	two weeks
tomorrow	last day of the week
yesterday	first day of the week
next week	Sunday
this week	Monday
last week	Tuesday
year	Wednesday
month	Thursday
date	Friday
last day of the month	Saturday
first day of the month	last quarter of the moon
school days	first quarter of the moon
holidays	full moon
day before yesterday	new moon
day after tomorrow	a week ago today
one week	a week ago yesterday

MORNING DUTIES

Comb your hair.	Take a deep breath.
Brush your teeth.	Brush your clothes.
Wash your hands.	Tie your shoe.
Wash your face.	Drink some water.

THINGS IN THE ROOM

cupboard	door	blackboard
table	picture	basket
big chair	swing	chalk
little chair	electric light	brush
window		

PARTS OF THE BODY

head	hair	chest	elbow
neck	knees	cheeks	arm
fingers	ears	temples	wrist
nose	stomach	lungs	pulse
foot	abdomen	heart	spine
feet	upper lip	shoulders	back
eyes	lower lip	heel	

COLORS

purple	green	red	brown
violet	yellow	black	white
blue	orange	grey	

COLOR OBJECTS

pumpkins	grapes	summer sky	bark
grass	tar or midnight	lemons	smoke
violets	snow	cherries	

ANIMALS

cow	horse	sheep	pig
bear	robin	mouse	goat
hen	camel	lion	fox
rat	turkey	dog	rabbit
rooster	donkey	duck	frog
elephant			

TELLING TIME

clock dial	hour hand
midnight	minute hand
noon	five minutes of
twelve o'clock	five minutes after
three o'clock	quarter after
six o'clock	fifteen minutes
nine o'clock	twenty minutes after
two o'clock	half past six
five o'clock	When do the groceries close?
eight o'clock	When does your father go to work?
one o'clock	When do you go to bed?
four o'clock	When shall you eat your next meal?
seven o'clock	When does the last bell ring in the morning?
ten o'clock	When does the last bell ring in the afternoon?
eleven o'clock	

SIGNS

school—slow down to ten miles	fire escape—red light
post no bills	we close at five
bridge—go slow	stop—look—listen
inquire at the office	cook—light—heat with gas
scarlet fever	boy wanted
measles	do not dump ashes here
influenza	closing out sale
push	knives and scissors sharpened
pull	here
please shut the door	keep your credit good
come in	rooms for rent
press the button	house for sale
exit	keep to the right
entrance	keep off the grass
please do not ask for credit	safety first
kindling sold here	danger—keep out
welcome	obey the motor vehicle law
city park	do not hitch to these trees
free air	no hunting allowed on these
gasoline	grounds
garage	

CONDUCT

give people half the sidewalk	keep to the right in passing
be kind to the animals	quiet manners on the street
keep off people's lawns	play in the street
mark public buildings	waste food
throw paper on the streets	look up and down the street
enter peoples' rooms without	before crossing
knocking	

OPPOSITES

rude	polite	slow	fast
fine	coarse	old	young
quiet	noisy	high	low
long	short	ugly	beautiful
north	south	friend	enemy
east	west	false	true
good	bad	far	near
up	down	vulgar	refined
fat	thin	over	under
hard	soft	like	dislike
in	out		

WASHING PROJECT

tub	clothes pin	sapolio	soap
wringer	clothes basket	bon ami	starch
washboard	clothes line	washing powder	

SETTING THE TABLE PROJECT

plates	cream pitcher	table cloth	grace
cups	sugar bowl	flowers	right
saucers	eating	napkins	left
glasses	happy	chairs	point
knives	slowly	table	together
forks	quietly	dolies	tines
tea pot			

FLOWERS

pansies	lilies	wistaria
asters	tulips	golden rod
sweet peas	holly hocks	geraniums
dandelions	Johnny-jump-ups	morning glories
roses	bluebells	four o'clocks
brown-eyed Susans	nasturtiums	carnations
snow balls		

RABBIT PROJECT

tracks	weeds	sweet milk
clover	oats	water
rabbit	claws	rodent
gnaw	2 months old	Mrs. Slemmons
Molly Cotton Tail		

TABLE PROJECT

barrels	22 inches	prepared	Belgian
copper	varnish remover	wax	children
burnt umber	linseed oil	resin	south
library	oak	10 feet	slash

BIRD STUDY

insects	seed	spring	plumage
fruit	food	beak	nest
tail	worms	meadow lark	brown thrush
legs	crumbs	wren	swallow
body	migration	build	pigeon
friends	south	trees	mother
return	throat	chickadee	bluebird
scarlet tanager	bird	bluejay	robin
song	eggs	wings	eye
sing	helps		

